



Berrow Primary Church Academy Special Educational Needs Information Report

Date: April 2024

The aim of our information report is to inform parents and carers about how we welcome, support and make effective provision to include children with special educational needs and/or disabilities (SEND). This report should be read in conjunction with the SEND policy which contains links to other agencies and Local Authority support.

Berrow Primary Church Academy is part of The Priory Learning Trust (TPLT).

We include our Little Learners Preschool where children are accepted from 2 years and we have full wheelchair access.

Our school has disabled toilet facilities and disabled parking bays.

We follow a 'Learning without limits approach and as such we believe that each child's potential for learning is limitless and we will make reasonable adjustments and strive to reduce barriers so that all children can flourish and be successful.

We embed the principles of the National Curriculum Inclusion Statement <https://.gov.uk/government/collections/national-curriculum> and by taking action to increase access to the curriculum, the environment and to printed information for all. Children with SEND tell us about the kind and caring nature of the staff at Berrow. Parents are keen to praise the Headteacher, SENDCo, office team and teaching staff for their kindness, acceptance and ability to know their child well (SEND review 2023).

We value and respect the achievements of all children and we will always listen to and involve parents and children in the planning and review of provision. We will ensure that children with SEN who attend our school can engage in the activities of the school alongside pupils who do not have SEN. In addition we will use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:

1. Communication and interaction,
2. Cognition and learning,
3. Social, mental and emotional health
4. Sensory/physical

As a school, we aim to request, monitor and respond to our parents/carers and pupils' views in order to evidence high levels of confidence and partnership. We ensure a high level of staff expertise to meet pupil's special educational needs, through well-targeted continuing professional development.

Children and young people with SEN are welcome to apply for a place at our school, in line with the school admissions policy. For children with an EHCP, parents have the right to request a particular school. Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

How will school staff support my child?

Somerset Graduated Response Tool

Quality first teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers to learning. For the majority of children this can be achieved by identifying specific barriers, followed by personalisation and differentiation using strategies as identified in the Somerset Graduated Response Tool. The Somerset Graduated Response Tool breaks down SEN into four broad areas of need. This targets specific support for teachers to plan and for any interventions to take place. You can learn more about the Somerset Graduated Response at: [Somerset's Graduated Response Tool](#)

Discover more at [Somerset's SEND Local Offer](#) and [Somerset's SEND Local Offer | Taunton | Facebook](#)

Staffing, training and specialist support

Our fully qualified staff comprises:

Principal: Miss Charlotte Bradley

SENCo: Mrs Kayleigh Cashman

Academic mentor: Miss Kelly Hunt

The school SENCo, is Mrs Kayleigh Cashman and whose contact details are 01278 783614 or senco@bpca.theplt.org.uk

The school has access to a range of specialist support and in the last two years school staff have received a range of training on:

- Youth Mental Health First Aid
- ELSA (Emotional Literacy Support Assistant)
- FASD (Foetal Alcohol Spectrum Disorder)
- High Incidence
- How to support pupils with dyslexia and literacy difficulties.

- How to support children with ADHD
- Anxiety ~ Bridging the Gap.
- First class @ number Maths intervention training
- Sensory Processing Awareness
- Supporting pupils with trauma
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties
- The school has visits from SEN specialists who provide advice to staff to support the success and progress of individual pupils. The NHS Speech and Language Therapist visits to assess and plan support for targeted pupils. These programmes are then delivered by a Learning Support Assistant.
- The Educational Psychologist supports families and staff in a variety of ways to ensure children's needs are met.
- Governors with specific responsibility for SEN have completed SEN Governor training.
- Learning Support Assistants receive SEN training from the SENCo and specialists across the Trust. This training has covered:
 - Behaviour
 - Pace
 - Supporting the development of handwriting
 - Attachment and trauma behaviours
 - Oracy ~ closing the gap
 - Precision teaching
 - Numicon Supporting mathematics
 - Supporting children with dyslexia
 - Supporting children with anxiety
 - Supporting children with sensory processing difficulties

Transition

Berrow Church Primary School has a number of strategies to ensure the effective transfer of children with SEND when joining or transferring to a new school. These include:

- A planned introduction programme is delivered in the summer term to support the transfer for pupils starting in EYFS Reception in September including additional sessions for children with SEN.
- Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents and the child to identify and reduce any concerns.
- Transition to the next school phase is supported by a transition programme for pupils. It provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.
- The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.

- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- For pupils transferring to local schools, the SENCos and or class teachers of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

Identifying a pupil's additional needs at BCPA

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014).

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. However, sometimes we recognise some pupils need more help than others in their class if they are to make good progress

At BCPA we know a child needs extra help if:

- Concerns are raised by parents/carers, external agencies, teachers, the child's previous school or by the pupil themselves, regarding inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gaps in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they require additional support

Providing for pupils needing SEN support

All SEN support will follow an Assess, Plan, Do and Review model.

If progress rates are still low despite the delivery of high quality school based interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services
2. Specialists in other schools e.g. teaching schools, special schools.
3. Social Services
4. Health partners such as the School Nursing Service

For a very small percentage of pupils, whose needs are significant and complex and can not be met through the school's own resources, a request can be made to the local authority to conduct an assessment of education, health care needs. This may result in an Education, Health Care (EHC) plan being provided.

The school offers a wide variety of pastoral support for pupils. This includes:

- An evaluated Personal, Social, Emotional Development (PSED) curriculum to help pupils with the knowledge, understanding and skills they need to enhance

their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.

- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the SENCO.

Pupils with medical needs will be provided with an Individual Health Care Plan, compiled in partnership with the SENCo and parents and when possible health care professionals. If appropriate, the pupil themselves will contribute to the plan.

We aim to support children with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals. We work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Berrow uses pupil centred profiles, 'All about me'. These are completed by the pupils themselves with the support of a member of staff who knows the child well. Together they will identify the child's abilities and strengths, their personal aims and the action needed to be taken by the school to reduce barriers to learning and social success.

Tracking progress and the curriculum

- Pupils' attainments are tracked using the whole school tracking system and those who are not making expected levels of progress are identified very quickly. These pupils are then discussed in termly pupil progress meetings between the class teacher and a member of the Senior Leadership team.
- All pupils with SEND have individual targets set in line with national outcomes to ensure that they make progress. Parents are informed of these via the reporting system and also at events such as Learning Review Meetings.
- Additional actions to increase the rate of progress will then be identified and recorded. This will include a review of any impact of the differentiated teaching being provided to the child, and if required, provision for additional strategies to further support success.
- Where it is identified that special educational provision may be required, parents will be informed and their partnership sought in order to support the child to succeed.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- classroom observation by the SENCo or external verifiers,
- ongoing assessment of progress made by pupils with SEND,
- Scrutiny of Learning Passports and APDR documents
- teacher meetings with the SENCo to provide advice, training and guidance.
- attendance and behaviour records.

Children on the SEN register will be supported in activities, school trips and camps through:

- Comprehensive risk assessments
- Seeking timely outside agency advice

- In depth staff training and knowledge of pupils.
- Reasonable adjustments (such as auxiliary aids and services) to overcome any challenges.

Evaluating our SEND support

The impact of our SEND support is measured by finding out how much children know and can do from entering into an intervention to exiting it.

We evaluate what knowledge and understanding our children have gained and what they need to do next. Support is carefully planned to speed up academic progress and build self-esteem.

Targets are set out in Learning Passports taking into account children’s learning needs, social and emotional wellbeing and any barriers to learning. The aim is for intervention to be relevant and motivational:

“Study without desire spoils the memory, and it retains nothing that it takes in.” — Leonardo da Vinci

Targets and interventions are regularly reviewed and progress is recorded and assessed for impact.

Examples of interventions and their success

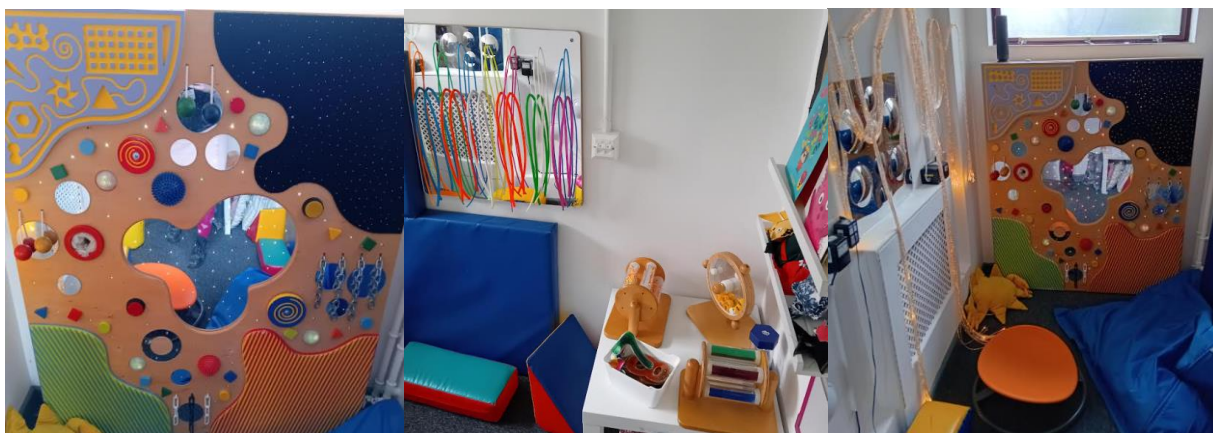
Intervention	Impact
Time2Talk –Small group activities to develop oral language and social interaction skills	Children develop confidence in their oracy skills which impacts on their ability to access all areas of the curriculum.
Go noodle – movement and motor skills group	Children are building their fine and gross motor skills which are supporting them in the classroom and in their wider lives.
Precision teaching	Children who do find phonics difficult have other strategies to draw on.
Forest school	Children grow in confidence in their own ability and learn life skills such as problem solving, trust and team work.



Our Site

In the year our site has been developed to give our pupils even more opportunities. This work is still ongoing and will be continually added to in order to support our school family:

- Disabled parking spots
- The learning den to provide a quiet learning space
- The Little Learners preschool is fully accessible to all
- Outside areas have been updated and resources replaced.
- The sensory room has had an upgrade and is now being enjoyed by all.



Involving parents

- All actions taken by the class teacher in the pupil profile will be recorded in Learning Passports and shared and reviewed alongside parents
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher and the SENCo to discuss any concerns or updates relating to their child or the wider family.

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher,
- The SENCo, Mrs Kayleigh Cashman
- Principal, Miss Charlotte Bradley

- For complaints, please contact the School Governor with responsibility for SEN. Her name is Mrs Helen Hancox. She can be contacted via the school office.(office@bpca.theplt.org.uk)

Support services for parents of pupils with SEN include Supportive Parents, National Dyslexia Society, MENCAP, Child Autism, The National Autistic Society and Talking Point. For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>

Information on where the Local Authority's Local Offer can be found at: <https://professionalchoices.org.uk/eha/>

Support for families and young people.

- <https://somensetsafeguardingchildren.org.uk/>
- <https://somesetparentcarerforum.org.uk/home/wise-up-workshops/>
- [Wise up workshops - empowering parent carers to succeed](https://www.wiseparents.co.uk/)
- <https://www.somesetbigtent.org.uk/>
- <https://hubofhope.co.uk/>
- <https://www.josephinesstar.org.uk/>
- <https://www.youngsomeset.org.uk/>
- <https://somesewherehousesomeset.org/>

Funding

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
2. The National SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
3. For those pupils with the most complex needs who have EHCP, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation Top Up Funding (TUF).

Glossary of acronyms relating to SEND support

Parent Family Support Advisors (PFSA):

- Parent and Family Support Advisors (PFSAs) work with school-aged children and their families that require additional support.

Family Intervention Service (FIS):

FIS worker – the lead professional assigned to support the family

The Family Intervention Service (FIS) is a specialist county-wide service that offers support to children and young people from birth up to 18 years and their families where multiple complex issues are present.

Young Carers (YC):

- This service is part of the Family Intervention Service. They support children and young people (YP) who provide a caring role for a member of their family

Team Around the Family (TAF):

- The professionals who work with the family identify need, plan interventions and meet regularly to review progress. TAF meetings are held by PFSA and FIS and should continue for a short time with school once these services have closed their intervention.

Team Around the School (TAS):

- A multi-disciplinary meeting of local schools and service providers such as PFSA's, FIS workers, Police and School Nurse. Pupils/families are referred (with parental permission) so that their difficulties/needs can be discussed and schools are signposted to the most beneficial services.

Children's Social Care (CSC) - Level 4 service for families with the highest needs and when there is significant risk of harm

Child Looked After (CLA) – A child who is in the care of a foster family.

Personal Education Plan (PEP):

- A plan for children in foster care which is regularly reviewed when all professionals (including carers) meet.

Children and Family Court Advisory and Support Service (CAFCASS):

- CAFCASS represent children in family court cases. An advocate is appointed to gain the views of the children.

Early Help Assessment (EHA):

- This is completed with the family, detailing their needs and forms the basis of a referral. It can be added to by all professionals involved.

Welcome to Berrow Primary Church Academy. We are one big family.

