**NEW SEND Information Report 2024-2025**

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the [Special Educational Needs and/or Disability Code of Practice and Regulations 2015, Regulation 51, Schedule 1.](https://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made)

| **General School Details:** |
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| School Name: | The Brow CP School |
| School website address: | <https://www.thebrowprimaryschool.com/>  |
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| Type of school: | Mainstream Primary School |
| Description of school: | Small one form entry primary school with KS1 & KS2 Resource bases |
| Does our school have resource base? Yes or NoIf Yes please provide a brief description. | Yes.KS 1 base for children with complex speech, language and communication needs.KS2 base for children with complex speech, language and communication needs. |
| Number on roll: |  |
| % of children at the school with SEND: | 60% |
| Date of last Ofsted: | 08 June 2022 |
| Awards that the school holds: |  |
| Accessibility information about the school: | Our school is on one level with accessible toilets that allow for changing. All classrooms are accessible for wheelchair users. We adapt the curriculum to ensure it is accessible to children with a range of needs.  |
| Please provide a web link to your school’s Accessibility Strategy | <https://www.thebrowprimaryschool.com/page/send/99918>  |
| Expertise and training of school based staff about SEND. (CPD details)Please comment specifically in relation to autism and include dates. | Autism training delivered by Stacey Holleran Autumn term 2022 Precision teaching SEN AssessmentMatching intervention to specific needsIntensive interactionsVisual supports Early literacy supportAccessibility to learningSensory circuits Meeting sensory needsAttachment training and the impact of traumaDifficult conversations and conflict resolutionSEN services in Halton x2 sessionsEHCP and AR training |

| **School Policies/Procedures:** Add website links to each individual policy below or explain where policies can be accessed by parents/carers |
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| SEND Policy | <https://www.thebrowprimaryschool.com/page/send/99918>  |
| Safeguarding Policy | <https://www.thebrowprimaryschool.com/page/policies/99485>  |
| Behaviour Policy | <https://www.thebrowprimaryschool.com/page/policies/99485>  |
| Equality and Diversity | <https://www.thebrowprimaryschool.com/page/send/99918>  |
| Pupil Premium Information | <https://www.thebrowprimaryschool.com/page/pupil-premium/99498>  |
| School Complaints Policy/Procedure**NEW REQUIREMENT** Policy must specify*‘Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school’.* | <https://www.thebrowprimaryschool.com/page/policies/99485>  |

| **Range of Provision and inclusion information:** |
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| How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them. | Teachers can raise concerns at any time re SEN. Termly progress meetings.SEN support plans are shared with parents 3x per year and parents contribute to them.EHCP reviewsSubject leaders seek pupil voice for all subjects; these conversations include pupils with SEN |
| What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations. | SEND serviceAdditional EP timePlay therapistChatterbug therapists |
| How we provide access to a supportive environment; ICT facilities/equipment/ resources/facilities etc. | Use of chromebooks for children who need work to be more accessible.Seesaw to make work accessible.Pen readers.Widgit online for symbol useAAC communication apps and books for children.Accessible changing facilities for children.Follow advice on environmental audits from external agencies. Purchase of specialist equipment e.g. chairs, slopes, cushions.SEN Support plan training - assessment and identification of correct intervention.  |
| What strategies/programmes/resources are used to support pupils with autism and social communication difficulties? | Widgit online for symbols.Objects or reference/ photographsVisual timetablesVisual supportsBucket therapyVariety of programmes purchases to develop social skills e.g. Ginger Bear, The Friendship Intervention.Sensory circuitsSensory dietsLego therapyUse of local offer autism assessments for specific children |
| What strategies/programmes/resources are available to speech and language difficulties? | Individual Speech and Language plansWELLCOMM primary and EYLego therapyWidgit onlineCommunication books and appsWidgit online for symbols.Objects or reference/ photographsVsiual timetablesVisual supportsBucket therapy |
| Strategies to support the development of literacy (reading /writing). | NessyBespoke multi sensory phonics sessionsPhonics catch upColourful semantics sentence structurePathways to Progress1:1 reading for fluencyWand phonicsHigh interest, low literacy reading books.Precision teaching |
| Strategies to support the development of numeracy. | Maths catch upConcrete resources and visual supportsMastering number as interventionSame day catch up interventionIn lesson interventionTimes tables fluency interventionPrecision teaching |
| How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access. | Whole school focus is ‘Curriculum through the SEND lens.’ We are working with all staff and subject leaders to ensure our curriculum is accessible to all learners.Use of technology to facilitate access. |
| How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers).What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness. | Use OTRACK to track progress, termly progress meetings to check progress from starting points.Progress meetings determine interventions.Interventions are based on need and developed to ensure pupils make rapid progress. SENCO works with class teachers and TAs to monitor and evaluate interventions and progress. Next steps in interventions are decided.Support plans are shared with parents termly with opportunities for discussion and contribution to plans. Birmingham SEN toolkit for measuring progress and then identifying interventions.  |
| Strategies/support to develop independent learning. | Technology to give access e.g. use of seesaw on ipads or chromebooks.Matched work tasks to build independence.Support plan targets to identify next steps in a learning process.Backwards chaining.  |
| Support /supervision at unstructured times of the day including personal care arrangements. | Provision at lunchtime for children who need a quieter environment.Identified children with personal care targetsSpecific children have been highlighted as needing additional support at playtimes with emotional regulation or play skills. |
| Extended school provision available; before and after school, holidays etc. | Specifically designed after school and lunchtime clubs - children are invited to attend these. |
| How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND? | All pupils attend all trips. Children are provided with the appropriate support and this is decided upon an individual basis and depends on the context of the trip.  |
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| Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.  | PSHE curriculumUse of boxall for children that need thisELSA supportPlay therapy |
| What strategies can be put in place to support behaviour management? | Positive behaviour charts as modelled by the PBSS.ELSA SupportStrategies given by EP during training e.g. keeping in mind.Throughout the day check ins, am check ins, check outs at the end of the day. |
| How we support pupils in their transition into our school and when they leave us *and in preparing for adulthood*. | Transition meetings between teachers and support staff.2x transition days at the end of the summer term.ELSA transition groups or whole class support if needed.Meetings with all secondary schoolsAttended transition event at Halton stadium. |
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| Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs. | Follow physio or OT plansReferrals to OT/physiotherapy via WoodviewSensory circuitsFine motor skills intervention e.g. Write form the Start.Care plans for children with medical needs. |
| Extra support for parents and carers and pupils offered by the school/how parents are involved in their child’s education. | Family support worker available to work with families at point of need.SENCO and HT available to support familiesParent’s eveningsParent coffee morningsFamily learning events and coursesModel specific plans e.g. speech plans |
| How additional funding for SEND is used within the school with individual pupils. |  Our SEN budget is used to top up the additional amounts for our children in the mainstream classes with EHCPs Used to purchase specific pieces of equipment or resources recommended.TA support for delivering interventions for pupils identified as needing SEN Support |
| Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school. | Use of PP+ to purchase resources and equipment recommended by other professionals e.g. sensory equipment, interventions, staff to access training when needed. Purchase time from other professionals e.g. play therapy. |
| **SENCO name/contact: Jill Jones** |
| **Headteacher name/contact: Lindey Webb** |
| **ANNUAL REVIEW 2024-2025****Completed by:\_\_\_Jill Jones\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_25th September\_\_\_\_ 2024** |