



Brimpton C.E. (VC) Primary School

Who to contact

Telephone 0118 971 2311

Where to go

Venue address Brimpton Lane
Reading
Berkshire

Postcode RG7 4TL

Local Offer

Age Bands 5 to 7,
7 to 11

WB
Local Offer

Identification of Special Educational Needs and Disabilities (SEND)

1.1: How does the school identify children/young people with special educational needs and disabilities?

A range of evidence is collected through the schools usual assessment and monitoring procedures. These include: the Early Learning Goals, Phonic Screening, Teacher assessments, tracking data, discussions between staff and parents and pupil voice interviews, These are the sources of evidence we use to decide whether an SEN provision is required. That is, provision different from or additional to that normally available to pupils of the same age.

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

Initially a discussion with the class teacher and then the SENDCo to raise any concerns. (see school SEND policy)

Support for children with special educational needs

2.1: If my child is identified as having SEND, who will oversee and plan their education programme?

The class teacher will collaborate with the SENDCo, parents, child (where appropriate) and if necessary; external professionals, to devise appropriate support and provision which will be monitored regularly by the class teacher and overall by the SENDCo. The plan will be reviewed and adjusted on a termly or half termly basis as appropriate

2.2: How will I be informed / consulted about the ways in which my child is being supported?

Brimpton hold 3 parents evening throughout the school year – 1 per term and this is followed with an end of year report. Furthermore, the SENDCo or class teacher will invite parents into school to

discuss progress, support or changes informally.
Any extra intervention will be notified by letter.
Home/school contact books are used in some circumstances.

2.3: How will the school balance my child's need for support with developing their independence?

Brimpton School places a strong emphasis on encouraging our children to embrace independence and develop resilience. Our experienced and well trained team of Teaching Assistants are committed to developing independent learning skills, and work to equip the children with knowledge and strategies to achieve this rather than concentrating on completing tasks, scribing or copying.

2.4: How will the school match / differentiate the curriculum for my child's needs?

At Brimpton, personalised learning starts from the child, looking at what they can already do, building on that and supporting them to develop the skills needed to progress. This includes the learning environment, reviewing learning, pupil voice, clear expectations and understanding of key vocabulary. Our small class sizes ensure children receive a high ratio of child to teacher input

2.5: What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

A range of strategies are employed to assist all learners. These include; visual timetables, individual work stations, sign language (Makaton) Widget symbols, pre-reading of text, over-learning opportunities, social stories and cue cards.

2.6: What additional staffing does the school provide from its own budget for children with SEND?

Brimpton school currently employs 3 teaching Assistants to support children with SEND and to deliver intervention programmes.

2.7: What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

Type / Title	Intervention Type
ELSA	
Springboard/Booster maths	
Catch-up reading	
FFT/wave 3	
Social Skills support for self esteem	
Accelerate/Acceleratewrite	
Toe by Toe	

2.8: What resources

If a child has a specific need for resources or

and equipment does the school provide for children with SEND?

equipment to support their learning/mobility/comfort/hygiene/personal care, we will respond to that need at an individual level

2.9: What special arrangements can be made for my child when taking examinations?

Access Arrangements for children with a Special Educational Need or Disability are available to school and will be in line with the guidelines from the Standards and Testing Agency. These arrangements may include additional time or modified versions of the test. Decisions surrounding access to formal assessments will be made after discussion between parents, teachers and head teacher using assessment data and Teacher assessment to inform.

My child's progress

3.1: How will the school monitor my child's progress and how will I be involved in this?

Progress will be monitored via the schools tracking systems. Assessments are made against criterion and standardised testing which currently include national curriculum levels, expected progress, baseline assessment and individual targets. High quality, challenging but achievable targets will be set by the school in partnership with parents and progress towards reaching these goals tracked, reviewed and monitored regularly through observation, formal and informal assessments and teacher assessment. The process will include

short term outcomes, teaching strategies, success criteria, parental involvement, actions to be taken and by whom

3.2: When my child's progress is being reviewed, how will new targets be set and how will I be involved?

A regular review will take place with the child, parents, class teacher and SENDCo and outcomes recorded. This is a cyclical process. New targets that allow progression to continue will be set. (see SEND policy)

3.3: In addition to the schools normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

We offer an open door policy at the end of the day where parents are encouraged to come into school. Alternatively, appointments with the SENDCo or class/head teacher can be made through the office. Home school contact books are used in specific circumstances.

3.4: What arrangements does the school have for regular home to school contact?

Our Friday letter is sent to every family weekly. The school website contains general information. We also offer a text service and email contact with staff/office and an open door policy.

3.5: How can I help support my child's learning?

Parents are encouraged to read regularly with their child and fill in reading records also to support learning targets that have been prepared in partnership with the school and encourage positive attitudes to learning.

3.6: Does the school offer any help for parents / carers to enable them to

Brimpton provides information sessions for parents on different curriculum subjects through the school year.

support their child's learning, eg. training or learning events?

3.7: How will my child's views be sought about the help they are getting and the progress they are making?

Children are encouraged to participate in setting their own outcomes. Pupil voice interviews and/or questionnaires are used regularly. The school council also has representatives from each year group that meet regularly throughout the school year.

3.8: What accredited and non accredited courses do you offer for young people with SEND?

not appropriate in this setting

3.9: How does the school assess the overall effectiveness of its SEN provision and how can parents / carers and young people take part in this evaluation?

We use standardised baseline testing, formative assessments, SATs, information systems and forms of official comparable data such as Raiseonline, and Parentview to monitor the effectiveness of our SEND provision. We also send out parent questionnaires in the autumn term. The Governor responsible for SEN meets with the SENDCo throughout the academic year to monitor provision and reports formally to the full Governing body. The school is currently updating the provision map which is used strategically to develop and track the impact of SEN.

Support for my child's overall well being

4.1: What support is available to promote the emotional and social development of children with SEND?

We use a range of strategies such as social stories, behaviour plans and charts, small group work to address the needs of children who have emotional and social difficulties. Furthermore, we produce health care plans to help children with medical difficulties in line with the statutory guidance document *Supporting pupils at school with medical difficulties*.

4.2: What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

One of our strengths is an excellent pastoral care record. We work 1:1 with children to provide early intervention helping with confidence and responsibility issues. We offer extra curricular activities such as climbing and canoeing to help reinforce positive attitudes and offer challenges to boost self esteem. The school has access to external professionals who are able to advise and support the school, the pupil and the family.

4.3: What medical support is available in the school for children with SEND?

The school follows the DfE guidance of children in school with medical needs. We deal with medical needs on an individual basis and work with parents and professionals to ensure health care plans are inclusive, safe, realistic and holistic.

4.4: How does the school manage the administration of medicines?

All medicines come into the school via the office and a consent form is completed by parent. Some medicines can only be administered under certain conditions. The office will provide further information.

4.5: How does the school provide help with personal care where this is needed, eg. help with toileting, eating etc?

Support provided in line with the school's Intimate care policy. Personal care plans will be written in partnership with parents, teachers and health professionals where appropriate.

Specialist services and expertise available at or accessed by the school

5.1: What SEN support services does the school use, eg. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory

We can access the support of
Educational Psychology Service,
Special Needs Support Team,
ASD Service,
Sensory Consortium,
Specialist Inclusion Support service

teachers, behaviour support teachers etc?

Behaviour Support Team

Speech and Language Service

Child and Adolescent Mental Health Service

Childrens Centre

These specialist services are not automatically available, each has their own criteria for accessibility.

5.2: What should I do if I think my child needs support from one of these services?

The SENDco will be able to offer information about each of the services and in conjunction with parents, use recommended criteria to complete a referral.

5.3: How are speech and language therapy, occupational therapy and physiotherapy services provided?

5.4: What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

5.5: What arrangements does the school have for liaison with Childrens Social Care services?

Training of school staff in SEND

6.1: What SEND training is provided for teachers in your school?

Teachers can access training via the local authority, Inset days and staff meetings. key staff can access specific training when appropriate.

Provision map and staff skills audit are currently under review

6.2: What SEND training is provided for teaching assistants and other staff in your school?

Teaching Assistants have attended training courses for ASD, Speech and Language, Downs Syndrome, ELSA, Catch-up and FFT

Training via the Local Authority is always available and encouraged. The school may use external training providers if required and support staff have specific training targets included in their performance management.

Inset days and staff meetings are also given over to SEN training when necessary.

6.3: Do teachers have any specific qualifications in SEND?

6.4: Do teaching assistants have any specific qualifications in SEND?

Activities outside the classroom including school trips

7.1: How do you ensure children with SEND can be included in out of school activities and trips?

All children have the opportunity to be included in all extra curricular or out of school activities, school day trips and residential excursions in line with the *Equalities Act 2010*

Each individual child will have a risk assessment and plan which will follow advice from any specialist involved as well parents

and teachers.

7.2: How do you involve parents / carers in planning the support required for their child to access activities and trips?

We appreciate how important the parent voice is the advice they can offer about what works on a day to day basis or at home. This information will help inform the planning of the activity and the level of support required.

Accessibility of the school environment

8.1: How accessible is the building for children with mobility difficulties / wheelchair users?

The cabin is fully accessible. However the main school is a very old victorian building with some later additions. A ramp can be provided to access this part of the school. Any further access issues would be addressed on an individual need basis in accordance with the Equality Act 2010. *refer to Governors Accessibility Action Plan 2012-2015.*

8.2: Have adaptations / improvements been made to the auditory and visual environment?

we have not been required to make adaptations or improvements in these areas however reasonable adjustments could be made in accordance with the *Equality Act 2010*. All cases would be considered on an individual need basis.

8.3: Are there accessible changing and toilet facilities?

Disabled toilet facilities are available in the cabin and in the main school building.

8.4: How do you ensure that all the schools facilities can be accessed by children with SEND?

the school has made reasonable adjustments to the physical environment to ensure facilities can be accessed by all children currently on role. Further adjustments will be considered on an individual need in accordance with the Equality Act 2010 and the Governors Accessibility Plan 2012-2015 which is available via the homepage of the school website

8.5: How does the school communicate with parents / carers who have a disability?

We would deal with each case individually to ensure parents/ carers are kept fully informed and are able to communicate with the school easily.

8.6: How does the school communicate with parents / carers whose first language is not English?

We would deal with each case individually to ensure parents/ carers are kept fully informed and are able to communicate with the school easily.

Preparing my child to join the school or to transfer to a new school or the next stage of education and life

9.1: What preparation will there be for both the school and my child before he or she joins the school?

Transition visits to our school are welcomed and encouraged.

Key staff will meet with parents, child and professionals for an exchange of information as often as required prior to joining the school.

photo books of staff and environment can be provided where appropriate.

9.2: How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

Brimpton is a very small school with only 3 classes, all children know all of the teachers and support staff and in turn each child is known to every member of the team. Because of our staff structure transition only happens every other year. Staff are all aware of the needs and support of every child and work to ensure movement between the classes or key stages is smooth.

9.3: How will my child be prepared to move on to his or her next school?

Brimpton maintains exceptionally good links with The kennet which is the feeder school and pupils and outreach workers are regular visitors.

Whichever local school our children move on to, each will have the opportunity to meet with appropriate tutors and have transition meetings prior to moving on.

9.4: How will you support a new

The SENDco will communicate with any new school to inform of strategies, resources or services which we have implemented

school to prepare for my child?

or used and are known to help support. Furthermore all targets, reports and paperwork will be sent on.

9.5: What information will be provided to my child's new school?

All relevant documentation, such as formative assessments, reports from professionals and school reports will be sent to a new school.

9.6: How will the school prepare my child for the transition to further education or employment?

not appropriate in this setting

Who can I contact to discuss my child?

10.1: Who would be my first point of contact if I want to discuss something about my child or if I am worried?

The first point of contact should be the class teacher and or SENDCo.

10.2: Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)

We have links with Thatcham Children's Centre which may be able to offer support for parents and families.

10.3: What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?

A range of literature is freely available in our reception area. Further general information about support services may also be included on our web site and on our weekly newsletters. We also distribute leaflets on behalf of local agencies when required.

10.4: What arrangements does the school have for feedback from parents, including compliments and complaints?

Feedback is given and received via an internal post box, yearly parent questionnaires and a section on the end of year reports. Our complaints procedure is available on the school website under the governance tab