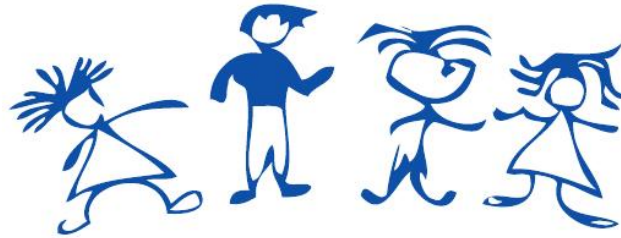


The Bromley Pensnett Primary School

**Special Educational Needs Information Report November 2014**



**The Bromley-Pensnett**  
Primary School

Under the Children and Families Act 2014 Section 69 schools have to publish and SEN Information Report. The purpose of which is to provide information to our current and prospective parents, the Local Authority and Government agencies. This report will be updated at least annually.

	Information Heading from the Act	What you can expect at The Bromley Pensnett Primary School
1	<b><i>The kinds of special educational needs for which provision is made at the school.</i></b>	<p>The Bromley Pensnett Primary School is an inclusive mainstream school catering for children from the age of 3 (Nursery) to 11 (Year 6). It welcomes children with and without SEN equally. It supports children with a range of Special Educational Needs and disabilities, including:</p> <ul style="list-style-type: none"> <li>✓ Communication and Interaction</li> <li>✓ Cognition and Learning</li> <li>✓ Social, emotional and mental health difficulties</li> <li>✓ Sensory and/or physical needs</li> </ul> <p>The school does its best to meet the needs of all children with Special Educational Needs and/or disability by talking to parents, the local authority, as well as specialist agencies from health, education and social care.</p>
2	<b><i>Information about the school's policies for the identification and assessment of pupils with special educational needs.</i></b>	<p>At The Bromley Pensnett Primary School we assess each pupil's current skills and level of achievement on entry to school. Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils, this happens six times each year. We will know when pupils need help if:</p> <ul style="list-style-type: none"> <li>✓ Concerns are raised by teachers, parents/carers or the pupil's previous school</li> <li>✓ There is a lack of progress</li> <li>✓ As a result of a poor test score</li> <li>✓ There is a change in the pupil's behaviour</li> <li>✓ A pupil asks for help</li> </ul>
3a	<p><b><i>Information about school's policies for making provision for pupils with special educational needs, whether or not pupils have EHCP Plans, including:</i></b></p> <p><i>how the school evaluates the effectiveness of its provision for such pupils;</i></p>	<p>The effectiveness of SEN provision is monitored directly though:</p> <ul style="list-style-type: none"> <li>✓ The SEN Support list: The School Special Needs Co-ordinator, Mrs Brookes, maintains a list of children with additional needs and records, on a termly basis, the level of need presented by each child. A provision map shows where children's have been met and a decision is made whether they require less or no further SEN support. It also shows where the needs of the child have increased and a greater level of support is required.</li> <li>✓ Termly assessments – using National Curriculum levels</li> <li>✓ The School's SEN Provision Map</li> </ul>
3b	<b><i>the school's arrangements for assessing and reviewing the progress of pupils</i></b>	<ul style="list-style-type: none"> <li>• All children are given regular individual targets, based on National Curriculum levels, to meet. Where children fail to meet those targets over a couple of review periods, Mrs Brookes, (SENCo) may be asked to consider whether this is the result of a Special Educational Need and what additional or different support may be appropriate.</li> </ul>

	<i>with special educational needs;</i>	<ul style="list-style-type: none"> <li>• Personalised targets are recorded into children’s literacy and numeracy books and these are monitored by teachers as part of the marking and assessment policies.</li> <li>• Children working on additional interventions are assessed regularly against the baseline assessment to monitor the progress of the intervention over time.</li> <li>• Some children have additional assessments and targets set by outside agencies, including Speech and Language and Learning Support Service. The programme of support is delivered by teaching assistants or Mrs Garrish, the assistant SENCo. The outside agencies review/reassess progress and submit a written report to the school.</li> <li>• Children with statements/Education Health and Care Plans (EHCP) also have multi-agency annual review of progress which is reported to the Local Authority.</li> <li>• In addition to SEN Support Plans, the Foundation Stage’s Learning Journey also provides an excellent evidence base to monitor the progress of pre-school children with SEN.</li> <li>• This information is shared with parents at the SEN reviews and/or parents evenings as part of the review process.</li> </ul>
3c	<i>the school’s approach to teaching pupils with special educational needs;</i>	The teachers at The Bromley Pensnett School are teachers of <b>all</b> children, including children with special needs. Teachers are expected to plan and resource lessons that are, in the first instance, differentiated to meet the needs of all the children in the class. When a child has been identified with SEN, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. If appropriate specialist equipment may be given to a pupil. For example, writing slopes, concentration cushions, pencil grips, coloured overlays, ‘fiddle’ toys, easy to use scissors.
3d	<i>how the school adapts the curriculum and learning environment for pupils with special educational needs;</i>	<ul style="list-style-type: none"> <li>✓ All children access a broad and balanced curriculum.</li> <li>✓ There are allocated parking bays for the disabled in the main school car park.</li> <li>✓ The curriculum is adapted as and when needed to meet the needs of the child.</li> <li>✓ Small group phonics are set up across the school.</li> <li>✓ There is an adapted toilet for Intimate Care Needs</li> </ul>
3e	<i>additional support for learning that is available to pupils with special educational needs;</i>	<p>The School’s SEN policy will provide much greater detail about the type of support, intervention, strategies and resources that may be used to help the needs of each child. Once a child’s needs have been identified and the relevant assessments undertaken, the class teacher and/or Mrs Brookes will inform parents as to how school is planning to support their child and what they might do to help at home.</p> <p>This additional and/or different support may be in the form of:</p> <ul style="list-style-type: none"> <li>✓ Special equipment</li> <li>✓ Smaller groups for literacy and numeracy</li> <li>✓ Additional support within the classroom for individual or small groups more frequently than the majority of</li> </ul>

		<p>children</p> <ul style="list-style-type: none"> <li>✓ Larger print size/coloured paper</li> <li>✓ Social communication groups</li> <li>✓ Group co-ordination development</li> <li>✓ Speech and Language therapy</li> <li>✓ Targeted individual work for children with support plans.</li> <li>✓ Use of ICT to support needs of the child</li> </ul>
3f	<i>activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;</i>	<ul style="list-style-type: none"> <li>✓ Children with SEN are actively encouraged to access activities before and after school, including Breakfast Club and after school clubs.</li> <li>✓ Additional support on trips may be required in some cases to support a child with their behaviour and language needs.</li> <li>✓ Additional support is often provided for certain children with physical or sensory difficulties.</li> <li>✓ For some children special stories are written or pictures/photographs shown before a trip to prepare them for a change in routine. If necessary, sometimes a pre-visit can be arranged for children with very complex needs to ensure the visit is a positive experience for everyone.</li> </ul>
3g	<i>support that is available for improving the emotional and social development of pupils with special educational needs.</i>	<p>We have, in school, a Learning Mentor (Mrs Holden) who can work regularly with children with social and emotional needs. For children with more complicated social and emotional needs, we have access to a range of outside agencies that can help support these children. These include:</p> <ul style="list-style-type: none"> <li>✓ Educational Psychologist</li> <li>✓ School Nurse (Nikki Lowe)</li> <li>✓ Barnardos</li> <li>✓ Sycamore Centre</li> </ul>
4	<b><i>The name and contact details of the Special Needs Co-ordinator.</i></b>	<p>Special Needs is co-ordinated by Mrs Brookes – 01384 816865. You can also e-mail her at <a href="mailto:mbrookes2@bromley.dudley.sch.uk">mbrookes2@bromley.dudley.sch.uk</a></p>
5	<b><i>Information about the expertise and training of staff in relation to children and young people with special education needs and about how specialist expertise will be secured.</i></b>	<ul style="list-style-type: none"> <li>✓ All teachers have obtained Qualified Teaching Status, having completed a degree or Post Graduate Certificate in Education</li> <li>✓ Mrs Brookes and Mrs Needham have completed a Post Graduate Certificate in Special Education Needs Co Ordination</li> <li>✓ All teaching assistants are qualified</li> <li>✓ All staff have professional development training on a regular basis</li> <li>✓ Mrs Brookes attends training events relating to SEN Practise and shares this with staff and Governors as appropriate.</li> <li>✓ Training has been delivered through the Learning Support Service, the Educational Psychology Service and Speech and Language, Visual Impairment Service and Occupational Therapy team (as is needed)</li> </ul>

6	<b><i>Information about how equipment and facilities to support children and young people with special educational needs will be secured.</i></b>	The SEN budget is allocated each financial year. The money is used to provide additional support, resources and training. It is also used to buy in specialist support, Learning Support Services and Educational Psychologist. Additional Provision may be allocated after discussion with class teachers or after outside agencies advice has been received.
7	<b><i>The arrangements for consulting parents of children with special educational needs about, and involving parents in, the education of their child.</i></b>	<p>All parents are encouraged to contribute to their child’s education. This may be through:</p> <ul style="list-style-type: none"> <li>✓ Discussions with the class teacher</li> <li>✓ During parents evenings</li> <li>✓ During discussion with Mrs Brookes, Miss Coles, Mrs Garrish or other leading professionals</li> </ul> <p>Parents of children at SEN support or with statements/EHCP will be consulted three times a year to set/review their children’s outcomes, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school, as recommended in the new Special Educational Needs and Disability Code of Practise: 0 – 25 years (DfE June 2014)</p> <p>These meetings will be led by, where possible, the class teacher, supported by the SENCo. It will provide the opportunity for the parents to share their concerns and, together with the teacher, agree their aspirations for their child.</p> <p>No decisions about including outside agencies will be made without first consulting with parents.</p>
8	<b><i>The arrangements for consulting young people with special educational needs about, and involving them in, their education.</i></b>	<p>The pupil will have the opportunity to contribute to consultations outlined in Section 7. This may be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.</p> <p>All children who need SEN support will complete an “All About Me” sheet on which they can comment on areas that they feel they do well, who is important to them and how we can best support them.</p> <p>They are always introduced with a member of an outside agency and asked if they are happy to work with them.</p>
9	<b><i>Any arrangements made by the governing body relating to the treatment of</i></b>	Parents are actively encouraged to come into school as soon as they have any concern – however small. School operates an “open door” policy for this purpose. There is usually a member of the Senior Leadership team available.

	<b><i>complaints from parents with special educational needs concerning the provision made at the school.</i></b>	<p>Complaints regarding SEN should be taken to Mrs Brookes (01384 816865). If the complaint is about her or if she is unable to resolve the issue, please use the Schools Complaint Procedure (as outlined on the school website)</p> <p>If parents are still not satisfied, they should write to the SEN Governor, Mrs A. Harborne c/o The Bromley Pensnett School, and the formal complaints procedure for The Bromley Pensnett Primary School will be followed.</p>
10	<b><i>How the governing body involve other bodies, including health and social services body, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.</i></b>	<p>Mrs Harborne, the Chair of Governors is also the link governor for SEN. She meets with Mrs Brookes each term to discuss the needs of children with SEN.</p> <p>At times it may be necessary to consult with outside agencies in order to receive their more specialised expertise. The school purchases some of these services from the School SEN budget. The agencies used by the school include:</p> <ul style="list-style-type: none"> <li>✓ Learning Support Service (Jayne Williams)</li> <li>✓ Educational Psychologist (Sahbreen )</li> <li>✓ Speech and Language Team (Gail Piper )</li> <li>✓ Hearing Impairment Services (Alice Lumley)</li> <li>✓ Vision Impairment Services (Cathrine Lander)</li> <li>✓ Autism Outreach Service (Michelle Guest)</li> <li>✓ Physical and Medical Services (Kim Fisher)</li> <li>✓ Behaviour Support Services (The Sycamore)</li> <li>✓ Special Educational Early Years Services</li> <li>✓ CAMHS (Child and Adolescent Mental Health Services)</li> <li>✓ Russells Hall Hospital (Paediatricians)</li> <li>✓ The School Nurse (Nikki Lowe)</li> <li>✓ Occupational Therapist ( )</li> </ul>
11	<b><i>The contact details of support services for the parents of pupils with special educational needs, including those for the arrangements made in accordance with clause 32.</i></b>	<p><b>Dudley SENDIASS</b> (formerly Dudley Parent Partnership Service) provides impartial information, advice and support to young people and parents, covering special educational needs (SEN), disability, health and social care</p> <p>Helpline number:01384 236677  Address: Trafalgar House, 47-49 King Street, Dudley, DY2 8PS</p> <p><a href="http://www.dudley.gov.uk/dudleysendiass">http://www.dudley.gov.uk/dudleysendiass</a></p>
12	<b><i>The school's</i></b>	In order to support pupils with special educational needs with transition to secondary school, the school will start its

	<p><b><i>arrangements for supporting pupils with special educational needs in transferring between phases of education.</i></b></p>	<p>preparations in Year 5. Children with a Statements of Needs or Education Health and Care Plan there will be the opportunity, at their Year 5 Annual Review, for parents and pupil to discuss secondary provision.</p> <p>In Year 6, for all children with special educational needs, the school will liaise closely with the receiving school, a meeting will be arranged between the two schools Special Educational Needs Co-ordinator, to discuss pupils needs and pass on all relating information.</p> <p>For children, who we feel may find it difficult to adapt to secondary school, “moving on” activities will be completed with a member of the SEN team.</p> <p>Children with special educational needs are offered the chance to attend a familiarisation visit to the receiving school in the summer term, accompanied by our Learning Mentor, Mrs Holden and Assistant SENCo, Mrs Garrish.</p>
13	<p><b><i>Information on where the local authority's local offer is published.</i></b></p>	<p>Information about the Local Authority's local offer can be found at: <a href="http://www.dudley.gov.uk/resident/localoffer/">http://www.dudley.gov.uk/resident/localoffer/</a></p>