

fBrabourne C of E Primary School

Annual Special Educational Needs Information Report

All mainstream schools and maintained nursery schools are required by law to produce an annual SEN Information Report: [Special Educational Needs \(Information\) Regulations Clause 65](#). This information report covers the relevant points detailed in the SEND Code of Practice (Section 4.34 -4.36 and 6.79 – 6.83).

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| TYPE OF SCHOOL | Mainstream | Primary, KS1 and KS2 |
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|---------------|--|---|---|
| ACCESSIBILITY | Fully Wheelchair Accessible | | No |
| | Auditory / visual enhancements | | Yes Including coloured whiteboards/typeface Sized font Microphones |
| | Other adaptations | | Easy Access Toilet Ramps to new areas of site Rails and support aids to corridors and stairs |
| CORE OFFER | Are you currently able to deliver the 'Core offer' as set out in Kent's Local Offer? | | Yes http://www.kent.gov.uk/education-and-children/special-educational-needs |
| POLICIES | Are the school policies available on its website for: | SEND | Yes |
| | | SAFEGUARDING/ CHILD PROTECTION | Yes |
| | | BEHAVIOUR | Yes |
| | | EQUALITY & DIVERSITY | Yes |
| | | E-SAFETY | Yes |
| | | MEDICAL NEEDS & FIRST AID | Yes |
| | | DISABILITY EQUALITY SCHEDULE & ACCESSABILITY PLAN | Yes |
| | | ANTI-BULLYING POLICY | Yes |
| | | COMPLAINTS POLICY | Yes |
| | | INFORMATION ABOUT ADMISSION CRITERIA INCLUDING SEND | Yes |

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| DISABILITY LEGISLATION | Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010 | Yes |
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RANGE OF PROVISION

Please indicate what your school has to offer (over and above your core offer)

In each of the following areas:

Areas of strength

- Brabourne School is proud of its inclusive learning environment and the opportunities that it provides for all of its pupils
- We are based in a wonderful setting which all children can benefit from. This includes having access to a diverse outside learning environment and woodland areas.
- We have a range of staff who bring with them different qualities and expertise.
- We can offer lunchtime support during unstructured times.
- The needs of our children are at the centre of all decisions made by the leadership team.
- Parents and carers are involved in all decisions made about provision for their children.
- Staff at Brabourne School are trained to support a wide range of additional needs in the best ways possible. They attend training in order to ensure up-to-date thinking and the best opportunities for our pupils. Best practice is shared between staff and other settings including through liason with other SENDCOs from neighbouring schools.
- Reception, Key Stage One and Key Stage Two have their own visual reward systems to celebrate achievement and effort. Children can also collect team points for positive behaviour. Progress and positive behaviour for learning are celebrated in school assemblies with a certificate of achievement. For some children, individual rewards, including activities based around personal interests, are used as a motivational tool to support behaviour for learning and attention in tasks.
- In addition to extrinsic rewards, staff support children to strive for intrinsic rewards, taking pride in their work, developing meaningful interactions and experiences with peers, practising and mastering new skills.
- We hold regular weekly meetings to ensure that any vulnerable children are highlighted and supported in the correct way.
- All classrooms use visual timetables and visual aids to support transitions and access to the curriculum.

Input from Educational Psychologist/Therapists/Advisory Teachers/other speciality support services

When appropriate, children can be referred to a range of external agencies to receive the best possible support to cope with their individual needs. These may include:

- Speech and Language Therapy (Balanced system linked therapist)
- Outreach Services
- Community Paediatrician
- School Nurse
- CAHMS
- Specialist Teaching Service (Via LIFT)
- Family Support Courses
- Occupational Therapist
- Early Help
- Wellbeing navigator (Support from the local surgeries)

Morning and after school activities:

- Morning Club is available before school Mon – Fri from 8:15am
- After school club is available from 3.30-4.15 or 5.15pm
- After school activities/ subject based clubs available, normally from 3.30-4.15 everyday, and aim to extend the curriculum and provide wider opportunities for learning.

INCLUSION

At Brabourne primary school we aim to support all children and their individual needs. We are able to provide a wide range of SEND support. This may include support for: Speech, Language

and Communication Difficulties; Literacy and Numeracy difficulties; Global Developmental Delay (GDD); Autistic Spectrum Disorders (ASD); Attention Deficit Hyperactivity Disorder (ADHD); Medical and physical needs; social and emotional needs.

The School’s SEND Policy

The school’s policy for all pupils identified as SEND, including pupils who do, and do not have an EHC Plan, can be found at: <https://www.brabourne.kent.sch.uk/key-info/policies/>

This summary will outline how Brabourne C of E Primary School evaluates and assesses what level of support may be required for an individual child. It also highlights which members of staff support the child through each stage.

Children identified as having special educational needs are placed on the SEND Register. Depending on the level and complexity of support required, we will work with the family and child (as appropriate) to plan their support using either a provision map, or an individual provision plan, and for children with medical or social, emotional and mental health needs, a healthcare plan or risk assessment.

An individual provision plan is a document that defines what provision is being made to meet an individual’s needs and is used to share targets, evaluate performance, and to demonstrate to parents, governors and the local authority that these needs are being met.

Monitoring

As a school we employ the graduated approach, to assess and plan for children identified as needing support, and arrange the additional or different provision required to enable children to make expected progress, or better. This additional provision is continually reviewed to ensure it is effective in improving children’s outcomes. A Provision Map or Individual Provision Plan may be devised if it is necessary to plan interventions and set targets in addition to, or different from the rest of the class. The Provision Map or Plan may suggest alternative strategies, learning programs, modifications to the curriculum and/or extra support for the child, individually or in small groups. Clear targets with entry and exit data are set with a date for review at least 3 times a year. The class teacher makes appropriate arrangements for differentiating the curriculum and providing additional support for the child. Where further, different or additional support is deemed necessary, the class teacher and SENCo will plan next steps and engage external support, conduct or refer for assessments etc, as a continuation of the graduated response. We will continue to liaise with the family throughout this process.

Brabourne C of E Primary school’s approach to teaching

The school’s approach to meeting the needs of pupils with SEND (including pupils who do and do not have an EHC Plan) always starts with quality first teaching which is flexible and inclusive. As a guide, the Mainstream Core Standards set out by K.C.C. :

<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards> define expectations for quality first teaching.

Where children are identified as needing additional or different support to make progress, as a school we employ the graduated response as detailed above, and will tailor teaching and learning to better support the child, using advice, as appropriate, from external agencies.

What proportion of children at the school have SEND?

Currently 14.3% of all pupils at Brabourne Primary School are on our SEND register.

Number of children with an Education, Health and Care Plan (EHCP)

0, although there are 4 children at various stages of application for assessment.

Number of children with High Needs Funding (HNF)

6 children with a further application pending.

PARENT SUPPORT/ INVOLVEMENT/ LIAISON

Parents/ Carers play an essential role and are encouraged to build positive relationships with the school. Parents/Carers will be updated on any changes to targets and interventions or any concerns around the progress their child is making. Parents/Carers are also encouraged to

Speak to the class teacher as a first point of contact, should they have any concerns about their child and their learning needs. The SENCo is in school, usually on a Wednesday, but will also respond to emails at other times. A member of the SLT will be on the gate in the mornings and after school should a parent need to speak to one of them to raise any concerns to do with their child.

INVOLVEMENT OF CHILDREN AND YOUNG PEOPLE

The code of practice clearly states that pupils must play an active role in their education. Wherever possible children are actively involved in planning for their next steps in learning. This will be through smart targets that they are working towards, and are reviewed regularly. Children will be given the opportunity to discuss the interventions they are receiving and how they feel they are progressing. Pupil voice will be actively sought to identify how children feel they work best, and what would enable them to work better.

EVALUATING SEND PROVISION

Pupil progress is reviewed each term. This is done by the Class Teachers, by the SENCo and by the Leadership Team. If it is deemed that additional support is needed, this will be planned cohesively and monitored by the SENCo for its effectiveness. The Provision Maps and Provision Plans created for pupils who require additional support for their learning, track interventions and the contribution they make towards accelerating progress. Regular reviews of the Provision Maps and Personal Plans ensure that the package of support provided for children with SEND is the best possible available and is adapting to the child’s changing needs over time. The SEND Support register is also updated regularly to reflect these changing needs.

SENCO contact details

Name of SENDCo: Mrs Rebecca Simmonds
 Contact Details: 01303 813276
bsimmonds@bethersden.kent.sch.uk

CONCERNS AND COMPLAINTS

Please feel free to come and discuss any concerns you have regarding the provision in school for your child with the class teacher or the SENDCo. If you do not feel that your concern has been dealt with correctly, please arrange a meeting with the Headteacher.

Name: Mr A Stapley BA P.G.C.E.
 Email: headteacher@brabourne.kent.sch.uk
 Tel: 01303 813276

The school’s Complaints policy can be found here:
<https://www.brabourne.kent.sch.uk/key-info/policies/>

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| COMPLETED BY | Rebecca Simmonds - SENCo |
| DATE COMPLETED | March 2022 |
| UPDATED | October 2024 |

PLEASE NOTE THE FOLLOWING:

Brabourne C of E Primary School is a small school, with a maximum of 105 children on roll at any time. This means percentages of SEND can be vastly different from one year to the next with the addition of one or two children. This can give an impression that the SEND children are disproportionately higher than the national average or significantly below it. This also means that SEND percentages can change greatly when new needs are identified. An example of this would be if a child in Year 6 is identified with a need type, it would increase the number of SEND in that Year group by approximately 7%+ for each child.