



BRAMPTON 'THE ELLIS'
C OF E AIDED PRIMARY SCHOOL



Part of The James Montgomery Academy Trust

Brampton Road
Wath-upon-Dearne
ROTHERHAM.
S63 6BB

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<u>SEND Information Report</u>	
Written by:	Abigail Foreman (SENDCo)
Reviewed:	September 2023
Ratified by:	Alison Benbow (Headteacher)

Welcome to our SEND information report which is part of the Rotherham Local Offer for learning with Special Educational Needs and Disabilities. This Local Offer has been produced by the Local Authority in collaboration with Rotherham Schools.

If your child has a special educational need and/or disability and you would like to know more about what we offer at Brampton Ellis C of E Primary school, please contact Abigail Foreman, who is the Special Needs and Disabilities Coordinator (SENDCO).

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Section 1 – School Informaiton	
SCHOOL NAME	Brampton Ellis C of E Aided Primary School
Address:	Brampton Rd, Wath upon Dearne, Rotherham, S63 6BB
Contact Details: Telephone	01709 760370
Email	school@be.jmat.org.uk
Website	http://www.bramptonellis.org.uk
AGE GROUP	3-11
Numbers on Roll	468
Number on SEN Register	73
No with EHC	6
SEND Co-ordinator	Abigail Foreman
Lead Governor for SEND	Julie Williams
Contact for the above	c/o Brampton Ellis Primary School Brampton Rd, Wath upon Dearne,
	Rotherham, S63 6BB school@be.jmat.org.uk
Link to SEND Policy:	https://www.bramptonellis.co.uk/send
Any Other Information	<p>We are a fully inclusive school that puts learning at the heart of everything we do to ensure children's personal, social and learning needs are met.</p> <p>Children with additional needs are fully integrated into all aspects of school life and enjoy the same opportunities as their peers. We have very high expectations and ensure that those with SEN achieve and progress as well as their peers. There is an expectation that all SEN children can achieve national expectations for children of their age. We are committed both to providing support that is needed and developing maximum independence as a vital life skill.</p>
Name and number and email of a contact for queries	Abigail Foreman School address aforeman@be.jmat.org.uk 07711596593 (school mobile)

Section 2

What are Special Educational Needs?

A child has special educational needs (SEN) if he or she has learning difficulties or disabilities that make it harder for him or her to learn than most other children of about the same age.

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school.

So special educational needs could mean that a child has:

- learning difficulties – in acquiring basic skills in school
- emotional and behavioural difficulties – making friends or relating to adults or behaving properly in school
- specific learning difficulty – with reading, writing, number work or understanding information
- sensory or physical needs - such as hearing or visual impairment, which might affect them in school
- communication problems – in expressing themselves or understanding what others are saying
- medical or health conditions – which may slow down a child's progress and/or involves treatment that affects his or her education.

Children make progress at different rates and have different ways in which they learn best. Teachers take account of this in the way they organise their lessons and teach. Children making slower progress or having particular difficulties in one area may be given extra help or different lessons to help them succeed.

You should not assume, just because your child is making slower progress than you expected or the teachers are providing different support, help or activities in class, that your child has special educational needs as this may not be the case.

If your child has more difficulties than most children their age, with aspects of their learning, communication or behaviour, then they are likely to benefit from additional support in school which will enable them to access the curriculum at their level. Within school, this means that they will be identified on the school's Inclusion Register so that provision to meet their needs can be planned for.

Sometimes parents/carers are concerned about their child being added to this register; please do not be. It is simply a record of which children require additional support and allows the Special Educational Needs Co-ordinator to ensure that resources are allocated appropriately and to enable support to be sought for your child from additional outside agencies, such as a Learning Support Teacher, Speech & Language Therapist or Educational Psychologist. As children progress, they may be taken off of the register at a point when their needs no longer require additional support.

Children are not seen as having a learning difficulty because they speak a different language at home to that used at school.

Section 3

What is a disability?

A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal, day to day activities.

Children with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in school.

Section 4

What kinds of SEND do we provide for?

There are four broad categories of SEND:

- **Communication and interaction** (such as autism spectrum and speech and language difficulties)
- **Cognition and learning** (such as dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay)
- **Social, emotional and mental health** (such as attachment disorders, emotional difficulties, mental health difficulties)
- **Sensory and physical** (such as hearing or vision impaired)

Brampton Ellis C of E Primary School is a mainstream school with experience of supporting pupils with a range of differing needs including learning difficulties, emotional, behavioural and social difficulties, physical difficulties, sensory impairments, speech, language and communication difficulties, autistic spectrum disorder, medical difficulties and other difficulties or disabilities. All of the teachers in our school are teachers of children with special educational needs. Subsequently we adopt a 'whole school approach' involving all staff adhering to a model of quality teaching and learning for all children.

The staff of the school are committed to identifying and providing for the needs of all children in an inclusive environment. Inclusion is regarded as crucial and held in high regard throughout school. This means that all children with SEND are taught together with their peers for the majority of the time, being withdrawn for short periods only when specialist provision cannot be incorporated in any other way due to practical considerations for the child and the class as a whole.

Section 5

How do we identify and assess the needs of pupils with SEND?

Children with SEND are identified by one of three assessment routes all of which are part of the graduated response to assessing, identifying and providing for pupils' special educational needs:

1. The progress of every child is monitored at regular pupil progress meetings against nationally set criteria. Where children are identified as not making progress, in spite of quality first teaching, they are discussed with the SENDCo and parents and a plan of action is agreed with the teacher.
2. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - Is significantly slower than that of their peers starting from the same baseline
 - Fails to match or better the child's previous rate of progress
 - Fails to close the attainment gap between the child and their peers

If a child fails to make expected progress, the next stage would be to move to the use of school intervention and / or outside agency involvement for the identification, assessment and recording of children's learning difficulties. This will result in the child being placed on the school's Inclusion Register at SEND Support.

The SENDCo and / or outside agency may need to undertake a range of observations and/or assessments with the child. These will help school in deciding what support to put in place for the child. Targets will then be discussed with parents and teacher and then put in place for the child. Although school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. School can refer to some professionals such as Child and Adolescent Mental Health Service.

Section 6

What is our approach to teaching pupils with SEND and how do we evaluate the effectiveness of the provision?

Class teachers have responsibility for enabling all pupils to learn. To achieve this they:

- Plan appropriate work/activities for pupils
- Ensure support is available for all children (inclusive quality first teaching)
- Differentiate the curriculum to take account of different learning styles, interests, abilities
- Ensure that all children can be included in tasks/activities
- Monitor individual progress
- Celebrate achievement
- Identify those children who need additional support or different support in order to make progress
- Set targets and discuss these with parents and pupils

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently in class with their peers. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a Teaching Assistant (TA). Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

Teaching assistants have responsibility to support teachers in enabling all children to learn:

- Through quality first teaching, support the teachers in enabling all children to have full participation
- Enabling children with SEND to have access to an appropriate and engaging curriculum
- Encouraging and promoting independence
- Liaising with the class teacher
- Help to prepare resources and adapt materials
- Lead interventions to close the gap for children experiencing difficulty
- Promote the inclusion of all children in all aspects of school life

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their targets, but without developing a learned dependence on an adult.

Intervention is additional to or different from the usual differentiated curriculum. It can take the form of:

- Using different learning materials in the classroom
- Making reasonable adjustments to the physical environment
- Support staff in the classroom
- A focused level of support in a small group
- Focused work to be completed at home

Targets for children at SEN Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher – who monitors progress towards the targets during the intervention – and by the SENDCo who monitors overall progress after the intervention.

- Interventions are usually planned termly
- At the end of each term, children's progress towards their targets is assessed and recorded
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

This process is referred to as the Assess, Plan, Do, Review cycle.

Review meetings are held for each child throughout the school year where teachers, parents, SENDCo and external agencies can identify what is working well for a child. Most children will have a review meeting towards the end of each term but some children may need these more or less frequently.

Section 7

What adaptations are made to the curriculum and the learning environment for pupils with SEND?

Brampton Ellis School aims to be a wheelchair friendly school. The school is not all on one level with step access to many areas. All areas in school can be accessed with avoidance of steps. The majority of the corridors are wide and there are two toilets suitable for wheelchair users. Where possible, changes are made to the environment/building when necessary for children with additional needs.

Our classrooms are inclusion-friendly and teachers are encouraged to teach in a way that supports children with a range of needs. We take advice from professionals in how to adapt our curriculum and learning environment for children with SEND. Being taught in the classroom enables them to access the full curriculum at their level through differentiation, supporting their learning alongside the class teacher and with the rest of the class, and by using a range of visual, tactile and concrete resources. Sometimes children benefit from individual and/or small group work to address specific skills to enable them to access the curriculum more fully. This happens outside of the classroom in one of our rooms where it is quieter and less distracting.

There is flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts. The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach. When required curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have learning difficulties.

Section 8

Who might be involved in supporting my child? How is professional expertise secured?

Teachers and Teaching Assistants (TAs)

Our team of TAs work within class supporting all children. This extra support in class enables us to offer small group support to those children with higher levels of need. This support can be either through the Teaching Assistant or the class teacher. Where it is required some children receive 1:1 support either in class or for short periods of time out of class.

Intervention groups include a wide range of intervention programmes including social skills and language groups, programmes for supporting reading, writing and maths development and fine and gross motor skills groups.

Inclusion Manager

Jayne Tyler and our wider inclusion team work to provide liaison between home and school and support all classes in helping children to feel safe, happy, secure and ready to learn. The team work in a quiet space, which children are able to access freely when they feel they need support or help. The team also work with parents to identify needs that may be supported by accessing additional services outside of school.

School Counsellor

Until recently our school counsellor worked directly with children to support with social, emotional and mental health. This was through weekly sessions on a 1:1 basis or small groups in more open sessions that any child can choose to attend. We are currently looking to train our own staff in counselling and have plans to recruit in the near future.

External Support Agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

Attendance Consultant

- The school receives regular visits from the JMAT attendance consultant and concerns about attendance or punctuality are followed up very quickly.

Educational Psychologist – provided by JMAT

- The Educational Psychologist has a set amount of time which they can give to the school and they work with the SENDCo to prioritise the children to be seen for observations and assessments each term to the best way forward in supporting these children.

Inclusion Support Services – Fusion (multiple individuals)

- The school may seek advice from Fusion's specialist advisory teaching services for children with learning difficulties. This includes specific learning needs such as dyslexia.

Aspire Outreach– Adam Taylor

- Specialist advice and support for children with behavioural, emotional and social difficulties.

Hearing Impaired Service

- Specialist advice and support for children with hearing impairment

Visually Impaired Service

- Specialist advice and support for children with visual impairment

All of these agencies liaise with parents to explain their involvement with the children.

Links with Health Services, Educational Welfare Services and Voluntary Organisations

The School Nurse and Health Visiting Team are always at the end of the phone to offer advice and information whenever needed.

The school buys into a speech and language traded service which means that our own speech and language therapist **Amy Ray** is in school for a whole day each month. This traded service allows school to identify need and support children quickly. Referrals may also be made to the Speech and Language Therapy Clinic Team but may result in children being put on a waiting list for assessment. In this period the school can use the traded service to support children.

Section 9

What expertise and training do staff have, in meeting pupils' SEND and supporting their families?

All teachers are trained to work with children with SEND and all have access to advice, information, resources and training to enable them to teach all children effectively. All of our staff are given training in school on specific themes and access courses when needed. Some of our teachers and TAs have expertise and training in other areas e.g. understanding and working with children with autism, downs syndrome, speech and language. Where a specific intervention is required for a child, training is sought. The school buys services such as the Fusion (inclusion support), Educational Psychology and Speech and Language Service and professionals from these services help support staff through training and advice.

Section 10

How do we ensure equal access to activities for all of our pupils?

All children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make amendments and adaptations to meet the physical and learning needs of our children. Class trips and residential are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip or residential because of SEN, disability or medical needs.

Section 11

What support is available for improving pupils' emotional and social development?

All classes in school follow a scheme of work for 'Personal Social and Emotional education'. If the child is felt to have long-term social, emotional or mental health needs - for example with anger management - the school offers social skills interventions.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout school. All groups including SEND are represented in school councils.

Section 12

How do we involve families with their child's additional education needs?

Parents are always welcomed into the school and are a highly valued group of people. We have good and informative relationships with all of our parents and recognise the value of parent's knowledge of their children and will seek to use that information in planning support for pupils.

If a child is experiencing difficulties, parents will be informed either at parents' meetings (termly) or during informal meetings to discuss the child's progress.

For children on the SEND register review meetings are held with parents, class teacher, SENDCo and sometimes external agencies throughout the school year and usually termly. Other informal meetings may be scheduled at other times throughout the year and parents are welcome to seek advice and support about their child at any pre-arranged time.

Throughout all stages of support, as parents/carers, you are kept informed. The SENDCo will contact you to discuss referrals to outside agencies, such as the Speech & Language Therapy, Educational Psychology etc. and your permission is always sought before any referral is made.

Please discuss any concerns that you may have about your child's progress initially with the Class Teacher, although you can also make an appointment to meet with the SENDCo directly.

The **Special Educational Needs and Disability Information, Advice and Support Service** (SENDIASS) formally known as **Parent Partnership** is available to all parents of pupils with special educational needs. Parents of any pupil identified with SEND may contact them for independent support and advice. Click here to visit their website. <http://www.rotherhamsendiass.org.uk/>

Section 13

What arrangements are in place for consulting pupils with SEND and involving them in their learning?

We encourage all pupils to be actively involved in their learning, and staff are committed to working in partnership with children and their families to set appropriate learning goals. We seek to ascertain the child's strengths, difficulties, preferred learning styles and aspirations.

Pupil's voices /opinions are heard through children completing termly self-evaluation forms and being part of the termly review meeting. When appropriate some pupils' views are also captured on a one -page profile.

Section 14

What are our arrangements for supporting pupils moving between phases of education?

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes - including from pre-school or Foundation 1 - as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visit to the classroom environment so children feel familiar with the setting
- Opportunities to take photographs of key people and places in order to make a transition booklet or social story

Transition arrangements are tailored to meet individual needs.

Transition to Secondary School

The secondary school SENDCo is invited to all 3 termly reviews for children in Year 6 alongside parents, the child and any external agencies required. Additional transition arrangements are made at these reviews and can include extra visits.

Section 15

What arrangements are in place for handling complaints from parents of children with SEND about the provision made at school?

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Summary of Services/Support at Brampton Ellis Primary School

	Universal	Additional School Support (no EHC plan)	With EHC	
	<p align="center">Autistic Spectrum Condition</p>	<p>Highly structured Quality First Teaching incorporating visual, auditory and kinaesthetic approaches</p> <p>Relevant and meaningful learning contexts</p> <p>Precisely deployed TA support Visual timetable</p> <p>Information from sensory questionnaire acted upon within inclusive provision</p> <p>Support for teachers and teaching assistants from school staff very experienced in supporting pupils with ASC</p> <p>In house and externally provided training and CPD opportunities for new and existing staff</p>	<p>Individual Support Plans (APDR) addressing specific pastoral and curriculum needs drawn up in partnership with parents and Family Support staff, reviewed at termly parents evenings</p> <p>Individually agreed 'break out' arrangements</p> <p>Support from Family staff during CDC or CAMHS assessment processes</p> <p>Flexible 1-1 support in class to support access to aspects of the curriculum and build independence</p> <p>Inclusive approach to foster acceptance and understanding of diverse needs across school</p> <p>Support and advice from Inclusion Lead</p> <p>Multi-agency working with Autism Communication team</p> <p>Enhanced transition throughout school and into secondary provision</p> <p>Liaison with and support around statutory assessment process when appropriate</p>	<p>Good level of multi- agency working with a range of agencies including ACT, ISS, SEMH, Fusion and CAHMS where appropriate.</p> <p>Regular IEP review meetings for families attended by relevant agencies</p> <p>Annual Review</p> <p>Liaison and support around placement provision as necessary.</p>

<p>Communication and Interaction Needs</p>	<p>Speech, Language and Communication Needs</p>	<p>Highly structured Quality First Teaching incorporating visual, auditory and kinaesthetic approaches;</p> <p>Relevant and meaningful learning contexts;</p> <p>Precisely deployed TA support; Visual timetable;</p> <p>Support for teachers and teaching assistants from school staff very experienced in supporting pupils with language and communication needs</p> <p>Support and advice from Inclusion Lead</p> <p>Multi-agency working and support for Quality First Teaching provision from:</p> <ul style="list-style-type: none"> • Speech And Language Therapy – monthly visits • Learning Support Service – fortnightly visits • Educational Psychology Service – at least termly <p>In house and externally provided training and CPD opportunities for new and existing staff</p> <p>Makaton trained staff in Early Years provision</p> <p>Support and advice on use of Makaton to support communication from staff with additional training and experience</p>	<p>Support and advice from SALT available fortnightly</p> <p>Individualised programme s prepared by SALT followed 2 x 5- 10 min daily, reviewed half-termly</p> <p>1-1/small group support within a differentiated curriculum as needed.</p> <p>Individual classroom resources prepared to meet the individual needs</p> <p>Differentiated curriculum where appropriate</p> <p>Support and advice from Inclusion Lead</p>	<p>Good level of multi- agency working with a range of agencies including SALT, Fusion and ISS where appropriate.</p> <p>Regular IEP review meetings for families attended by relevant agencies</p> <p>Annual Review</p> <p>Access to specialist advice from Hearing Impaired Service</p>
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	<p>Moderate Learning Needs</p>	<p>Highly structured Quality First Teaching incorporating visual, auditory and kinaesthetic approaches;</p> <p>Relevant and meaningful learning contexts;</p> <p>Precisely deployed TA support; Visual timetable;</p> <p>Support for teachers and teaching assistants from school staff very experienced in supporting pupils with cognition and learning needs</p> <p>Support and advice from Inclusion Lead</p> <p>Multi-agency working and support for Quality First Teaching provision from:</p> <ul style="list-style-type: none"> • Learning Support Service – fortnightly visits • Educational Psychology Service – at least termly <p>In house and externally provided training and CPD opportunities for new and existing staff</p>	<p>Enhanced transition throughout school and into secondary provision</p> <p>Inclusive approach to foster acceptance and understanding of diverse needs across school</p> <p>Differentiated curriculum and resources and wave 2 individualised learning programmes planned by class teacher and Inclusion Lead to achieve and maintain expected progress</p> <p>1:1/small group support in class to enable access to the whole curriculum as appropriate</p> <p>Support and advice from Inclusion Lead</p>	<p>Good level of multi- agency working with a range of agencies.</p> <p>Regular IEP review meetings for families attended by relevant agencies</p> <p>Annual Review</p> <p>Liaison and support around placement provision as necessary.</p>
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Cognition and Learning Needs	Specific Learning Difficulties	<p>Highly structured Quality First Teaching incorporating visual, auditory and kinaesthetic approaches;</p> <p>Holistic approach to assessment to support early identification of pupils needing a tailored approach</p> <p>Relevant and meaningful learning contexts;</p> <p>Multi-sensory and 'over learning' approach to early acquisition of basic literacy and numeracy skills</p> <p>'Sheffield Structured Handwriting' scheme adopted and modelled by all adults throughout school to promote 'handwriting linked to spelling'</p> <p>Spelling, handwriting and composition aids provided</p> <p>Precisely deployed TA support;</p> <p>Support for teachers and teaching assistants from school staff very experienced in supporting pupils slow to acquire basic literacy and numeracy skills</p> <p>Support and advice from Inclusion Lead</p> <p>Multi-agency working and support for Quality First Teaching provision from:</p> <p>In house and externally provided training and CPD opportunities for new and existing staff</p>	<p>Wave 2 individualised learning programmes planned by ISS/Fusion to achieve and maintain expected progress</p> <p>1:1/small group support in class as appropriate according to Learning Support Programme</p> <p>1:1/small group interventions as appropriate according to Learning Support Programme</p> <p>Termly review of Learning Support Programme by ISS teacher</p> <p>Termly review meeting for families with ISS and Inclusion Lead to review progress and set new targets</p> <p>Support and advice from Inclusion Lead</p> <p>Enhanced transition throughout school and into secondary provision</p>	<p>Good level of multi-agency working with a range of agencies.</p> <p>Regular IEP review meetings for families attended by relevant agencies</p> <p>Annual Review</p> <p>Liaison and support around placement provision as necessary.</p>
Social, Emotional and Mental Health Needs	Social Needs	<p>Inclusive practice throughout school Providing a supportive environment in which children receive care and stability. Enabling a school climate free from fear of physical and psychological harm.</p>	<p>Individual Support Plans addressing specific pastoral and curriculum needs drawn up in partnership with parents, Family Support staff and other agencies, reviewed at termly parents evenings (or when required)</p>	<p>Good level of multi-agency working with a range of agencies.</p> <p>Regular IEP review meetings for families attended by relevant agencies</p>
	Emotional Needs	<p>Providing an education without interruption or disturbance.</p> <p>Access to Inclusion Managers (KS1 & KS2) and other agencies e.g. Health Visitor, School Nurse, EWO, SEMH Team, MIND, Fusion, Educational Psychology, CAHMS</p>	<p>Ongoing support from Family Support staff</p> <p>Training in response to identified need</p> <p>Enhanced transition throughout school and into secondary provision</p>	<p>Annual Review</p> <p>Enhanced transition throughout school and into secondary provision</p>
	Mental Health Needs	<p>In house and externally provided training and CPD opportunities for new and existing staff</p> <p>Advice for families from Inclusion Lead and Inclusion Managers</p> <p>Development of Trauma Informed Practice among all staff.</p>	<p>Advice from Inclusion Lead</p>	

	<p>Hearing Impairment Needs</p>	<p>Inclusive practice throughout school</p> <p>Providing a supportive environment in which children receive care and stability.</p> <p>Individual Support Plans addressing specific pastoral and curriculum needs drawn up in partnership with parents, Family Support staff Hearing/Visual Impairment Service</p>	<p>Adjustments made for individual children</p> <p>Specialised resource provision</p> <p>Appropriate differentiated resources</p> <p>Access to relevant ICT equipment including</p>	
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Sensory and Physical Needs	Visual Impairment Needs	and other agencies, reviewed at termly parents evenings Access to Hearing/Visual Impairment Service Family Support staff and other agencies e.g. Health Visitor, School Nurse, Training and CPD opportunities for new and existing staff	Adjustments made for individual children Specialised resource provision Appropriate differentiated resources Access to relevant ICT equipment including	Good level of multi-agency working with a range of agencies. Regular IEP review meetings for families attended by relevant agencies Annual Review Enhanced transition throughout school and into secondary provision
	Multi-Sensory Impairment Needs		Appropriate adjustments made for individual children Use of sensory questions to identify needs and plan relevant support programmes tailored to individual needs	
Physical and Medical Needs	Physical Needs	Appropriate access arrangements throughout school	Appropriate access arrangements throughout school	
	Medical Needs	Care plans in place for individual children	Care plans in place for individual children	

Type of Support	Details
<p>What behaviour systems/policies do you have in school?</p> <p>Whole school Behaviour Strategy/System</p>	<p>From our behaviour policy:</p> <p>Our school values of respect, responsibility and resilience are embedded in everyday life at Brampton Ellis Primary School. This policy aims to provide a consistent approach to behaviour management in our school. Key documents and legal framework have been used to create this policy, including the report from the Education Endowment Foundation on Improving Behaviour in Schools and will focus on 6 main points:</p> <ul style="list-style-type: none"> • Know and understand your pupils and their influences • Teach learning behaviours alongside managing misbehaviour • Use classroom management strategies to support good classroom behaviour • Use simple approaches as part of your regular routine • Use targeted approaches to meet the needs of individuals in your school • Consistency is key <p>https://www.bramptonellis.co.uk/safeguarding for full Behaviour For Learning Policy</p>
<p>Provision to facilitate/support access to the curriculum and to develop independent learning for children with SEND</p>	<p>Targets set in Individual Education Plans and/or Individual Support Plans build pupils' skills and develop a positive approach to learning.</p> <p>A cycle of acquisition, consolidation and independent mastery builds in high expectations for progress.</p> <p>At any one time early acquisition of some skills require targeted adult support while skills already gained are consolidated or used and applied independently.</p>
<p>Support/supervision at unstructured times of the day including personal care</p>	<p>During unstructured times staffing ratios are sufficiently high to allow 'arm's length' observation and support at the same time as encouraging peer interaction and relationships.</p> <p>Staff are trained in personal care and ensure pupils' needs are met.</p>
<p>Planning for, assessment of, and identification of children with SEND</p>	<p>Brampton Ellis Primary takes a graduated response to planning for, assessment of, and identification of children with SEND. We build strong relationships with pupils and families so they can tell us what they think.</p>

Staff training for meeting needs of children with SEND	We are proactive in identifying training needs and make sure staff feel informed and empowered. Training takes many forms: learning alongside an experienced colleague; professional development through discussions with staff from External Services; whole school training delivered in house by External Services; centralised training for Rotherham teachers;
Liaison/communication with parents	'Open door' policy; school email addresses shared with families; families have school mobile phone numbers for Inclusion Lead and Inclusion Managers and are encouraged to make contact if there are any concerns; class teachers, Inclusion Manager and Inclusion Lead available at the beginning and the end of each day.
Liaison/communication with children and young people	We encourage pupils to communicate with class teacher or Key Worker; 'open door' policy on visiting school office to talk to senior staff; 'pupil voice' activities
Liaison/communication with External Services	We utilise the expertise of a number of outside agencies who involved in regular progress meeting for SEN children. Liaison with these services is usually through the SENDCO or the wider inclusion team.
What extra provision will you provide for my child who is Looked After or was Adopted from Care and has SEND?	Looked After: Education priorities are set in conjunction with LA Virtual Teacher, recorded in an online Personal Education Plan (PEP), and reviewed termly. Alison Benbow, Federation Head Teacher, is the Designated Teacher for Brampton Ellis Primary, and the first point of contact for families. Half-termly meetings, and regular curriculum information monitor and support SEMH needs and track progress. Adopted from Care: Half-termly meetings, and regular curriculum information monitor and support SEMH needs and track progress.
How do you provide for any medical needs?	Pupils with medical needs have a Care Plan drawn up in conjunction with Health professionals and reviewed annually https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions
Transition Provision	Flexible extra transition arranged as needed
What do I do if I am concerned about the provision for my child?	Contact the Inclusion Team in person, by email or by phone to discuss your concerns.