

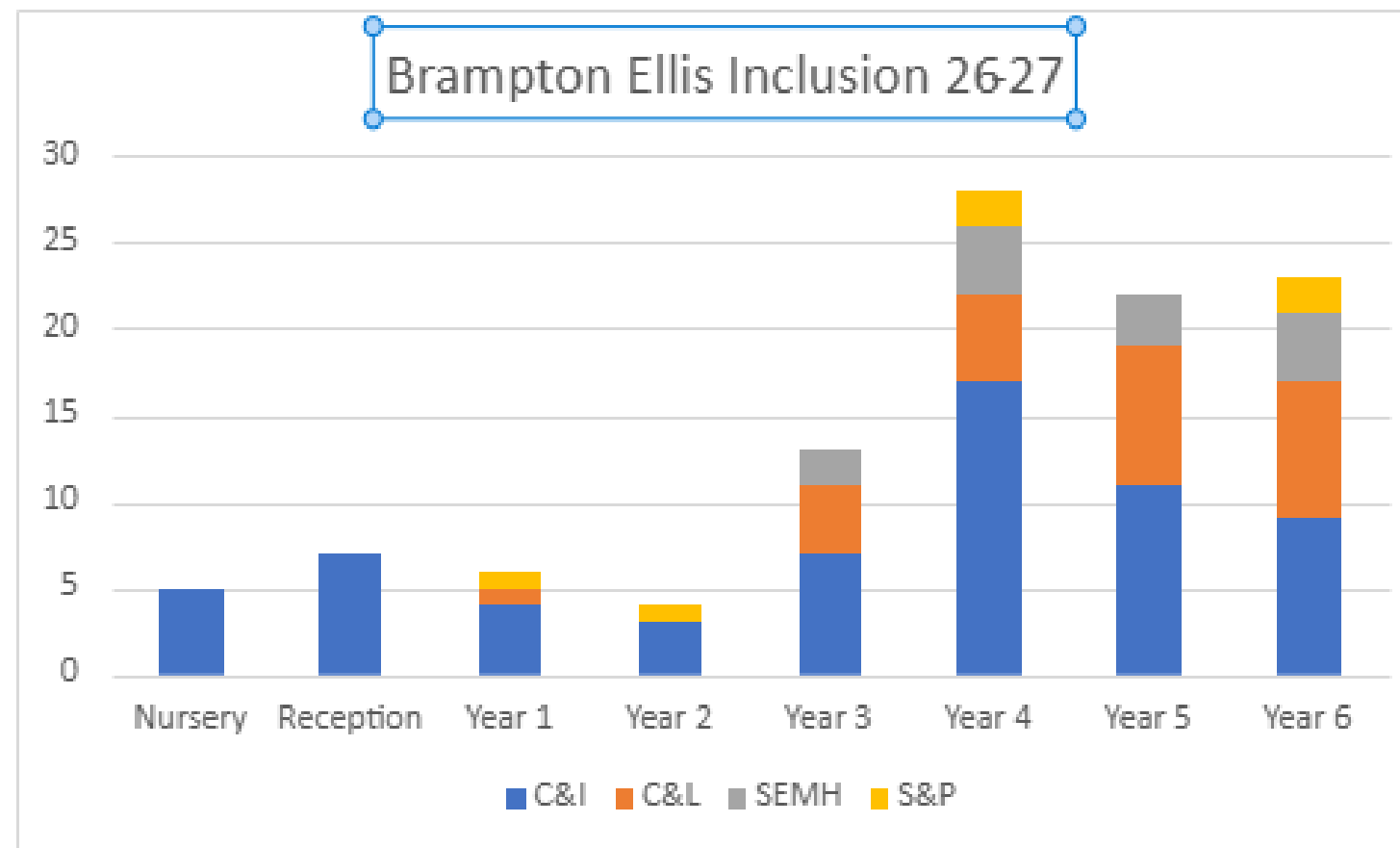
SEND Provision at Brampton Ellis Primary School

School Staff Expertise

- SENDCo
- Inclusion Champions
- Early Help Lead
- ELSA trained staff
- Medical & Physical Needs
- Mental Health First Aiders
- Staff skilled in the delivery of speech and language programmes
- Staff skilled in supporting autism and neurodiverse conditions
- Dynamis trained workforce
- ACEs trained
- Trauma informed practice throughout school

Intent:

Everyone at Brampton Ellis Primary School is committed to, and passionate about, providing the conditions and opportunities to enable any child, including those with additional needs, to be included fully in all aspects of school life and achieve their potential as a person and as a learner. We believe in the earliest possible intervention to support the children.



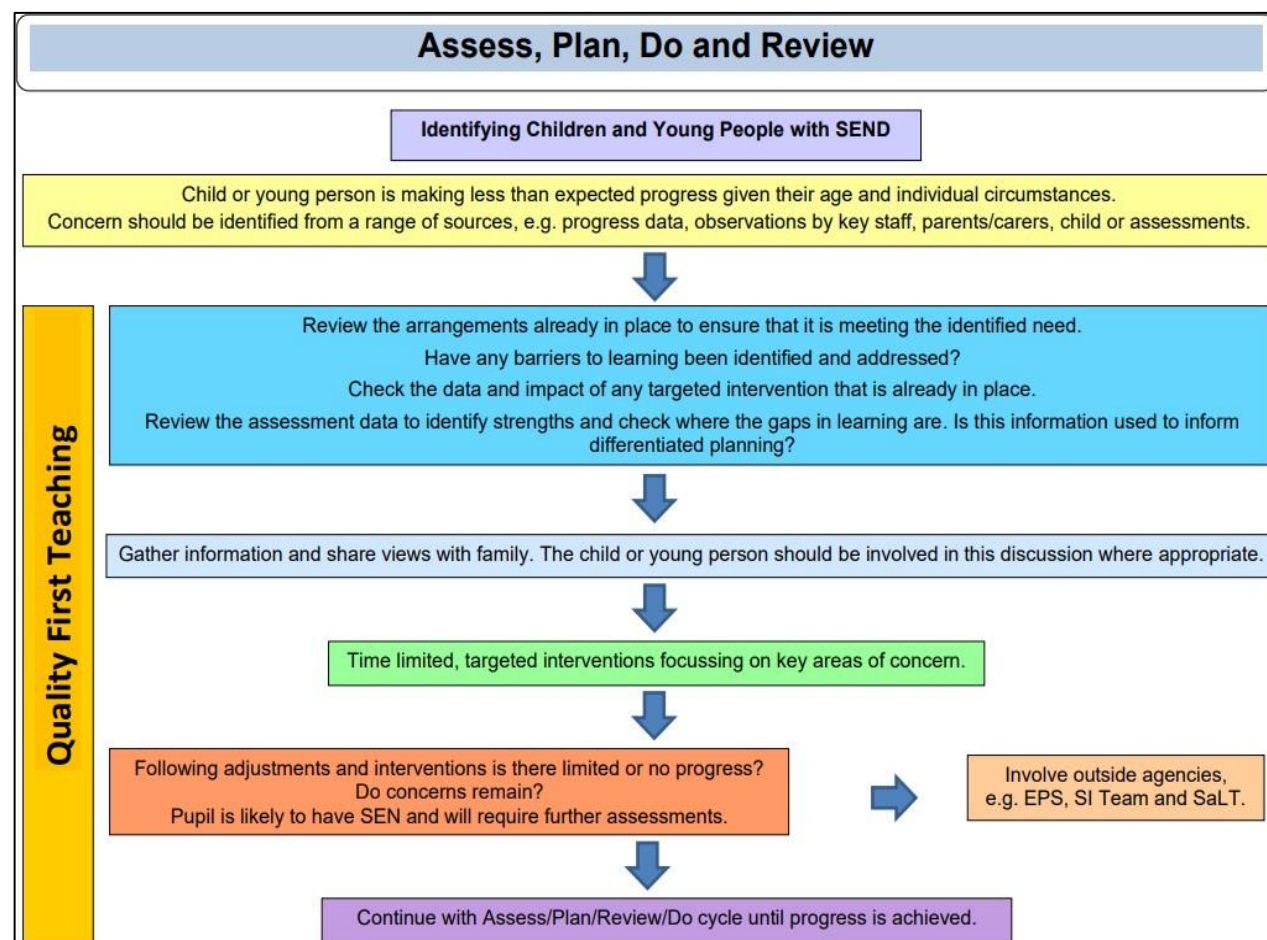
- Brampton Ellis CofE Primary School has an average level of SEND at 23.5% which is a total of 96 children.
- We have 13 children with EHCPs in our school.
- Our attendance is 92.6%
- Our Pupil Premium is 23.1%



Let Your Light Shine



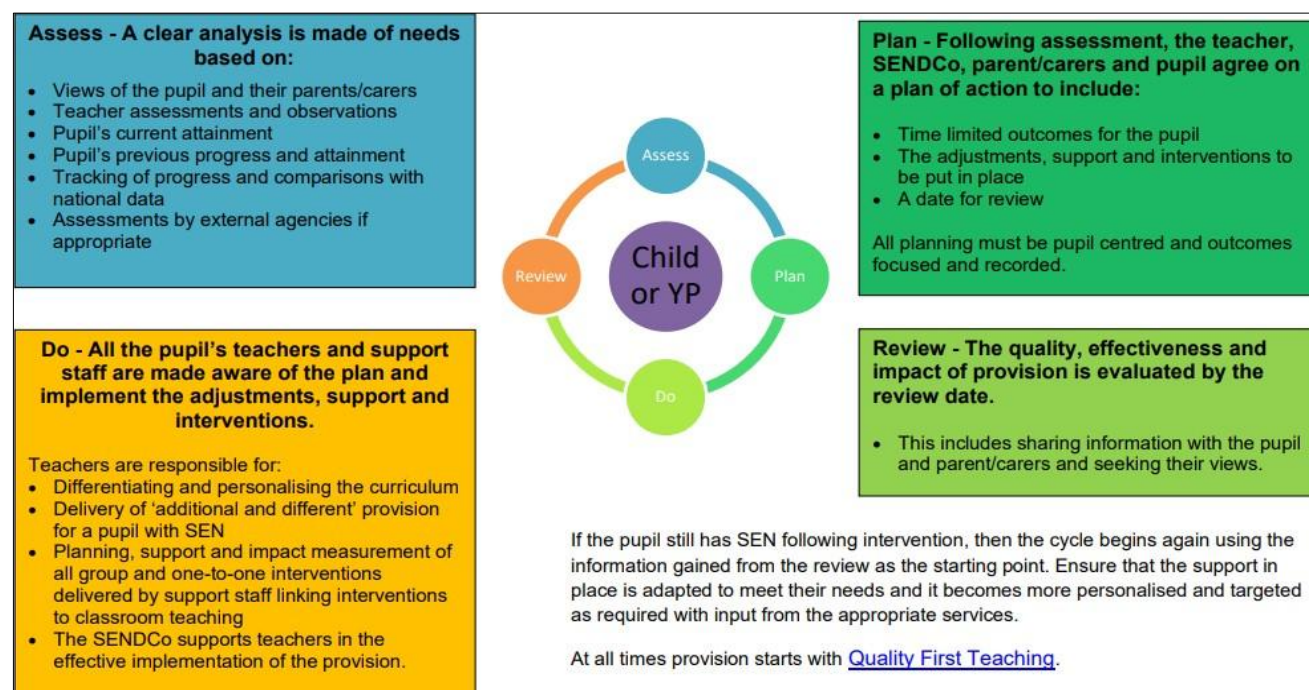
In addition to the SENDCO (Becky Davies) and our Early help Lead (Jayne Tyler) the Inclusion team also includes our Inclusion Champion, Michelle King. Mrs King works primarily from our ELSA room which offers an enriching space to support social, emotional and wellbeing needs. This support can look different depending on the need of the child but primarily utilises ELSA approaches. The Inclusion Team, along with our Head Teacher, has worked closely with the Educational Psychologist to develop best practices and the most effective interventions to support the mental health and well-being of our pupils in school.



Implementation: School Steps to Success				
Provision	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and Physical
Universal	Quality First Teaching Meeting with parents One Page Profile Communication in Print Clicker Same-day intervention. Zones of Regulation One Life curriculum	Quality First Teaching Meeting with parents One Page Profile Communication in Print Clicker Same-day intervention Zones of Regulation	Quality First Teaching Meeting with parents One Page Profile Communication in Print Clicker Same-day intervention Zones of Regulation	Quality First Teaching Meeting with parents One Page Profile Communication in Print Clicker Same-day intervention Zones of Regulation
Targeted	As above <u>and also</u> : Regular meetings with parents SALT programmes Teacher-devised specific interventions. Specific support for language and communication difficulties. Early Help if applicable.	As above <u>and also</u> : Regular meetings with parents Teacher-devised specific interventions. Published support programmes. Early Help if applicable.	As above <u>and also</u> : Regular meetings with parents Teacher-devised specific interventions Published support programmes (e.g. Lego therapy, Anger Gremlins, Emotional Scales) Early Help if applicable. With Me in Mind	As above <u>and also</u> : Regular meetings with parents Teacher-devised specific interventions OT devised programmes. Early Help if applicable.
Specialist	As above <u>and also</u> : Rotherham SIT SALT EPS	As above <u>and also</u> : Fusion LSS EPS	As above <u>and also</u> : Behaviour Support e.g. Aspire Outreach EPS Bereavement support MIND	As above <u>and also</u> : Occupational Therapy Hearing and Visual Impairment Team

Impact: As a result Children at Brampton Ellis:

- feel happy, safe and respected.
- Behaviour is good and diversity is celebrated.
- Children demonstrate high levels of engagement in activities, developing their speaking, listening and social skills.
- Have supportive and trained staff who make appropriate for the child's individual needs. ·
- Children with SEND make good progress from their starting points due to Quality First Teaching and to the use of resources and bespoke small group intervention which meets the needs of the pupils.
- On leaving our school children with SEND have developed good independence and life skills. · Pupils will make secure transitions between classes and educational providers e.g. EYFS or High School.



This term staff have received CPD in these areas of SEND:

- Supporting ADHD learners in the classroom.
- Supporting children with demand avoidance.