



BRACKENWOOD INFANT SCHOOL SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) PROVISION

2023-2024



Brackenwood Infant School is an inclusive school. We ensure that children are included in all aspects of learning and school life throughout our school. From time to time, some children require additional support to help meet their needs and/or improve their learning.

Through thorough consultation with parents/carers, we will discuss a variety of factors including academic progress of the child, and undertake any further assessments or interventions by teaching staff and other professionals so that the child can fully access the whole curriculum effectively and flourish.

We use regular opportunities to consult with other support services including health agencies/professionals to ensure that all children have a smooth transition into school, from our school to their next and are fully supported by our dedicated team of teaching staff when going through significant changes in their life.

Children who require support in terms of their acquisition of English are not considered SEND children, but as they may require additional support, their needs are reflected in our local offer.

Our Information Report describes the range of provision and support available to assist identified children as and when appropriate. Our provision is subject to change depending on budgetary constraints and policy review. The report takes regard of the Children and Families Act 2014 and consideration is also taken of the Single Equality Act 2010 and of the SEN Code of Practice 2015.

Children and families of Brackenwood Infants are also fully supported through the Wirral Council's Local offer to families. The Local Offer website sets out what services, support and advice are available for children in Wirral if they have special educational needs or a disability. It is also a resource where professionals can see what is available for the children and young people they are working with.

<https://localofferwirral.org/children-of-school-age/>

How does Brackenwood Infant School know if children need extra help and what should I do if I think that my child has Special Educational Needs?

The class teacher is the first point of contact for parents who think their child has / is developing additional needs and will arrange a meeting between parents and carers and themselves. Following this, the class teacher will liaise with the SENDCO for further advice and guidance.

More often, the class teacher may identify children with additional needs based on ongoing assessments and observations in class. A meeting may then be arranged with parents/carers to discuss the concerns of the class teacher and if it is felt supplementary assessments or investigations are required then this will be planned and carried out and the parents informed of the outcome.

How will Brackenwood Infant School staff support my child?

At Brackenwood Infant School we offer many different forms of additional provision.

This can include additional:

- 'in class' support
- additional 'out of class' support
- 1:1 support
- flexible grouping (including small group work)
- access to specific resources and mentoring
- access to a range of outside agencies.

Additional provision is coordinated by the school SENDCO and is designed and implemented by an excellent team of teaching staff including highly skilled teaching assistants.

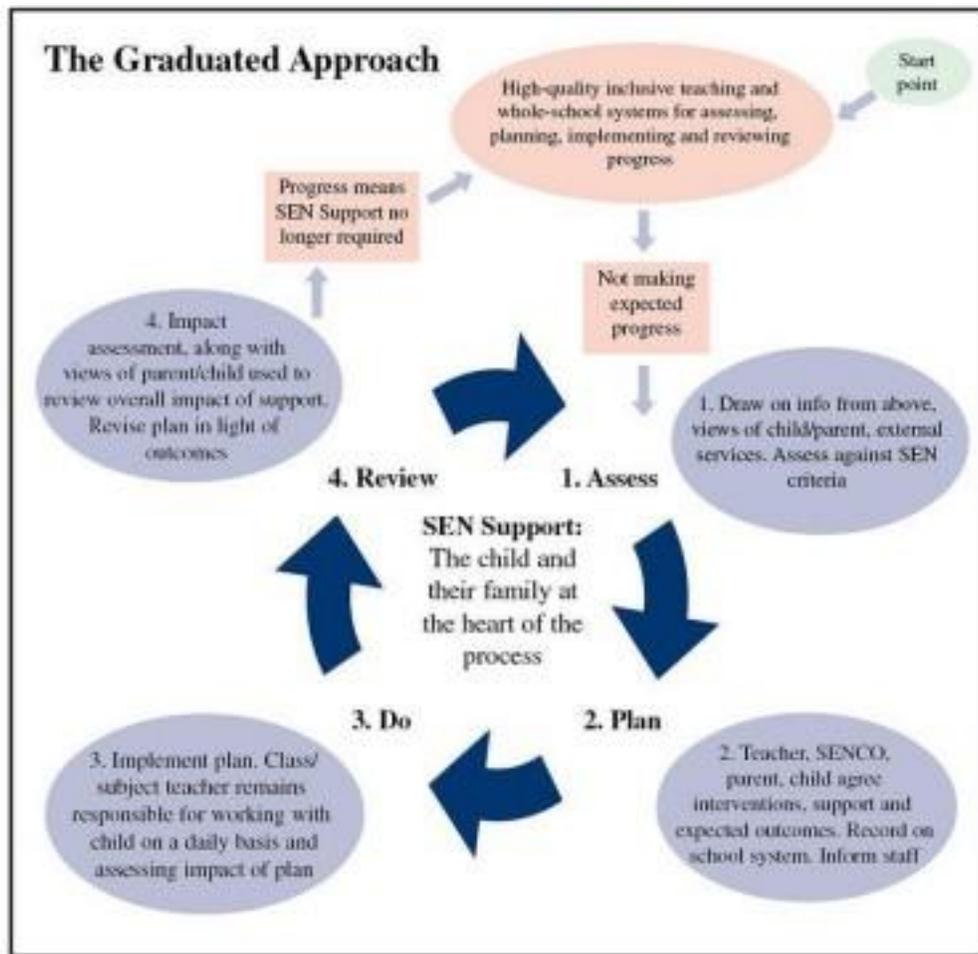
For many children with SEND - 'Aspirations' and 'Outcomes' will be connected to learning and will often support their progress with Literacy and Mathematics. For other children, 'Aspirations and Outcomes' may well be put into place to support the child with social interaction, communication, emotional difficulties or overcoming physical issues.

For each child, the targets are tailored to meet their unique needs. All targets set will meet the needs of the child and will be reviewed regularly.

At Brackenwood Infants, the most important aspect is that the desired outcomes depend on the needs of the child.

This SEN support takes the form of a **four-part cycle (assess, plan, do, review)**.

Through this cycle, actions are reviewed and refined as understanding of a pupils needs and the support required to help them secure good outcomes increases. This is known as the graduated approach.



(i) Quality First Teaching - WAVE 1

Class teacher input via targeted classroom teaching also known as Inclusive Quality First Teaching. For your child this would mean:

- That the teacher has the highest possible expectations for your child and all children in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different methods of teaching are in place so that your child is able to fully engage and participate in learning. This may involve things like using more concrete objects and visuals in their practical learning or using a variety of computing programs.
- Specific strategies (which may be suggested by the SENDCO or specialist agencies) are in place to support your child to be a successful and increasingly independent learner.
- Your child's teacher will regularly assess your child's progress and will decide what extra support is needed to fill the gaps in their learning and understanding enabling them to make the best possible progress.

It is at this point or at an assessment point during the year, when a teacher will plan and write a 'PPAR' (child progress/attainment review) plan for your child. Your child's class teacher will then plan how and when this plan will be put into place to best support your child.

(ii) WAVE 2

This builds on Wave 1 but also includes specific programmes delivered within a smaller group of children. These groups, often called Intervention groups by schools, are organised separately from whole class activities, or led by a teacher and/or a Teaching Assistant who has had training to lead these groups.

This provision is offered when it is felt that a child is not making expected progress and therefore; has a widening academic gap to their peers (either above or below), or their academic progress is being impacted by outside factors. It is also offered to children who have social and communications needs who need supplementary support to process instructions or teaching.

It may also be used to help fill gaps in any learning caused by poor attendance, absence due to ill health or when other barriers to learning have been identified.

For your child this would mean:

- He/she will engage in group sessions with specific targets to enable him/her to make more sustained progress in a specific area.
- A Teaching Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the children's targets with appropriate resources matched to the child's needs.

It is at this point most commonly, that a child's name is added to the school's 'SEND Support' register. This register identifies the children who are requiring this level of early intervention. A child may remain on the 'SEND Support' register throughout the academic year or may move to the SEND register or be removed from it depending on how the child progresses. The register is reviewed and updated on a regular basis. Parents / Carers will be included fully in this process and extra support / activities may well be given to support the child at home as well as in school.

For further information please see the school's SEND Description Document

https://drive.google.com/file/d/197qhYVJRU6DSgvHmFCIS4DIb_az01Ci/view?usp=sharing

(iii) WAVE 3

This builds on Wave 1 and 2 plus increasingly individualised programmes, targeted at a smaller number of children in a small group or on a 1-1 basis.

For your child this would mean:

- Your child will have been identified by key professionals including the class teacher and SENDCO as needing more specialist/targeted input. This would be in addition to quality first teaching and Wave 2 groupings.
- Your child's name will have been added to the Schools SEND Register.
- You will be invited to attend meetings to discuss your child's progress and help plan the next steps for your child..
- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or the School Nursing Team as a precursor to consulting with the community pediatricians and/ or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them more effectively in school and at home.
- The specialist professionals will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class, e.g. some individual support or changing some aspects of teaching to support them better.
 - Support to set targets which will include their specific expertise.
 - A group run by school staff under the guidance of the outside professional, e.g. a social skills group.
 - A group or individual work planned by and or run by the outside professional. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

SEND Review meetings are held at least twice per year to discuss the progress of children either additionally to or as a part of the child's bi-annual 'Parents Meetings'. The shared discussions will highlight what further support or interventions maybe needed to increase progress and enable them to fully participate in and succeed in all aspects of school life.

How will the curriculum be matched to my child's needs?

All children benefit from a range of teaching and learning styles; a differentiated curriculum, a range of differentiated learning materials (both for reinforcement and extension); also assessment procedures that emphasise children's strengths and achievements.

We believe that it is important for children to develop relationships with a number of adults across the school and ensure that all relevant staff understand the child's needs during all parts of their school day.

Our curriculum follows the National Curriculum and includes all mainstream subjects. It is adapted by teaching staff to enable all children to successfully access all core and wider curriculum subjects in a meaningful and purposeful way.

For those children with specific difficulties in maths and literacy, a wide variety of resources are utilised to facilitate access to the curriculum, including talking tins, iPad apps and coloured overlays. It may be that your child needs specialist equipment e.g. writing slopes, pencil grips, posture support cushions and chairs which will be provided by the school in collaboration with outside agencies.

Our children are encouraged to work independently and collaboratively within their learning. They make progress in many ways, not only through academic achievement. We teach using a 'metacognition' approach to develop confidence, resilience and independence and offer opportunities for these skills to be transferred across the school setting.

How will I know how my child is doing and how will you help me support my child's learning?

The class teachers and teaching assistants observe and assess your child throughout each lesson in a range of formal and informal ways. This information along with the information gained during the planned assessment times throughout the year; help the class teacher to make judgments about your child's strengths and areas for development but form only a snapshot of your child. The excellent relationships our teaching staff have with all children, enable them to build a clear picture of each child which informs their judgements on progression.

The school carefully monitors the progress and attainment in the core subjects of Reading, Writing, Maths, Phonics and Science. Regular 'child Progress' reviews will begin to highlight concerns about a child's progress and attainment and will begin to identify barriers to learning.

It may then be suggested that the class teacher organise wave 2 interventions to support them to catch up. This would be reviewed at the next child Progress Meeting. If the child

has not made the expected progress following the implementation of the wave 2 interventions or strategies, then the class teacher would speak with the SENDCO for further advice and support. A plan to support would be put together in discussion with the parent/carer and your child will be included in this if appropriate. This may involve further intervention or strategies, referrals to specialist agencies or the adding of the child's name to the SEND register and creating an Additional Support Plan, detailing the targeted strategies and intervention at wave 2/3.

What support will there be for my child's well-being?

Your child's well-being and emotional health is as important as their academic progress and is at the core of Brackenwood Infant School. The school offers a wide variety of pastoral support for children who encounter emotional difficulties.

These may include:

- Teachers and Teaching Assistants readily available to discuss issues and concerns.
- An in-house referral to our school ELSA who is also the school 'Family support worker' and trained 'Mental Health Lead'. Please see the supplementary information below.
- Person Centred Planning (child's profile) involving key professionals and family members for all SEND children and those others that we feel it is appropriate for.
- If a child has a medical need, then a detailed Health Care Plan is compiled in consultation with parents/carers and with support from health professionals if necessary.
- All staff are trained in Emergency First Aid.
- A number of staff are qualified First Aider (including paediatric),
- Staff are trained to use an Epi-pen.
- All staff are trained to use a defibrillator and this is situated on the premises in the front entrance.

ELSA at Brackenwood Infant School

We pride ourselves on how we promote children's well-being and emotional health at Brackenwood Infant School. An ELSA in a school is an Emotional Literacy Support Assistant. Examples of support that our school ELSA can offer our children are based on social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship.

The role of Mrs Lamprou as the school's ELSA has now been extended (April 2021) to include being the school's family liaison officer. Families can now also access Mrs Lamprou's vast array of experience and skills to help with all aspects of parenting and family support. Most commonly, children who will benefit directly from an ELSA cycle of support are identified by the class teacher, SLT or through parental request.

1: 1 ELSA cycles tend to last between 6 - 8 weeks, however this is very much dependent on the needs of each child. Once a child has completed their ELSA cycle, Mrs Lamprou continues to 'check in' with the child, family and teacher and if further support is needed, this can be put in place.

Please find below a photograph of our ELSA room, dedicated to the children and families of Brackenwood Infant School.

For supplementary information on our school's ELSA programme, please visit the school website: <https://www.brackenwood-infant.wirral.sch.uk/elsa>

For anonymous case studies of children who have benefitted from the ELSA care and expertise, please see the section at the end of the report.



Full of Beans Fitness and Sports Coaching

In conjunction with Brackenwood Infant School, Full of Beans have designed a bespoke mental health and well-being programme for children in Year 2, following the incredibly challenging periods due to Covid 19. This program is called Super Beans.

The programme enables children to develop self-confidence, self-esteem and resilience, and specifically focuses on the following areas:

- Understanding feelings and emotions
- My relationships and friends
- Why I'm a Superhero!
- The importance of movement
- What is good nutrition
- How yoga, relaxation and meditation can help improve how we feel
- Preparation for moving onto to the Juniors

Please see the school website section for more information <https://www.brackenwoodinfant.wirral.sch.uk/mental-health-and-wellbeing>

What specialist services and expertise are available at or accessed by the school?

All staff are highly skilled in meeting individual learning, behavioural and social needs of our children. The school accesses a range of specialist services including:

- School Nurse
- Speech and Language Therapist (both privately funded school sessions from Rachel Barton and the excellent links with the visiting NHS SALT team members)
- Occupational Therapist
- Educational Psychologists
- Educational Welfare Officer
- Vision and Hearing Support
- Outreach support from specialist schools, e.g, Hayfield Primary School
- Special support from ASC team (Autism Social Communication Team) and Family Toolbox
- Social Services
- Paediatricians- accessed via School Nurse and/or GPs

- CAMHS- Child and Adolescent Mental Health Care Services

- SENAAT- Special Education Needs Assessment Advice Team

For anonymous case studies of children who have benefitted from the referral process and liaison with outside agencies, please see the section at the end of the report.

What training have the staff who are supporting children and young people with SEND had or are having?

The school SENDCO is currently completing the NASENDCO award through Manchester Metropolitan University.

Other members of staff have received training related to SEND including sessions on:

- Autism and ADHD
- Social Communication Difficulties and Early Communication Skills
- Speech and Language (WELCOMM)
- Occupational Therapy and strategies to use within the classroom
- Social Emotional Behavioural Needs
- First Aid
- NELI (Nuffield Early Language Intervention)
- Mental Health First Aid Training

Professional Development is on-going and our staff receive regular training to support our children.

How will my child be included in activities outside of the classroom including school trips?

It is worth pointing out that we do not offer targeted extra-curricular activities for children with Special Educational Needs, but instead, actively try to ensure that all extra-curricular activities are adapted for children's specific needs.

As a fully inclusive school all children participate in the whole school curriculum and off site activities. The extent to which each child participates and the levels of support received will vary between children, but we differentiated the activities and expectations to enable all children to take part.

How accessible is the school environment?

Brackenwood Infant School School is a single storey building and is fully accessible for all children and we have a disabled toilet. The building is light, classrooms have plenty of access, as we are open plan, any doors are wide and the site is both safe and secure.

The school's accessibility plan is available at

<https://www.brackenwood-infant.wirral.sch.uk/send-at-brackenwood>

How will the school prepare and support my child when joining Brackenwood Infant School or transferring to a new school?

Parents and children are welcome to visit Brackenwood Infant School at any time to see what provision we offer and whether you feel we can meet the needs of your child.

(Please contact the school office to arrange an appointment with a member of the senior leadership team)

Children joining Foundation Stage 2 will participate in transition activities including Induction day. Parents are invited to a number of meetings including a 1:1 discussion with the child's class teacher for information sharing.

A multi-agency meeting will be held prior to starting school for any child with additional needs already identified. Transition information is shared between schools and the school SENDCO is able to contact previous teaching staff or SENDCO's to ease the transition process and make it as successful as possible.

Transition to your chosen Junior school can be a worrying time for both the parents and children so at Brackenwood Infant School we offer planned, enhanced transition to the next school for any children who need it. Each school's SENDCO meet during the previous term to explicitly discuss the child's needs and arrangements for transition. Further to this, we support parents in meeting with new teaching staff or the Junior School SENDCO in this process to maximize communication. All paperwork is passed on to the subsequent school and they are made fully aware of any special requirements, both educationally and pastorally.

How are your resources allocated or matched to children's educational needs?

Most of the resources used to meet your child's educational needs are available within the teaching areas. The school also funds further additional resources/staffing costs, staff training, specialist support/outside agencies and time allocated to the SENDCO to manage and monitor the support.

Pupil Premium funding is used in many ways including employment of highly qualified teaching assistants and buying in both education and health professionals.

How is the decision made about how much support my child will receive?

On a daily basis the class teacher determines the level of support for individual children within the class. When children whose SEN circumstances or health requirements indicate that additional support may be required, discussions are held to determine what this may be. Typically this support continues to be provided from within the class, but maybe targeted at specific times. If evidence suggests that even higher levels of support or funding may be beneficial, then this is discussed with the head teacher as the resources are often provided from within the school or by outside agencies

How will I be involved in the planning of my child's education?

All parents are strongly encouraged to contribute to their child's education and we take pride in the excellent relationships we form between home and school. This may be through:

- Discussions with class teacher
- Consultation for a PCP (Person Centred Plan)
- Discussions with the SENDCO
- During parents evenings
- During discussions with other professionals

All plans in place for children are written in conjunction with parents. We place great value on having a shared vision for each child with excellent communication between all concerned.

Who can I contact for further information or if I have any issues or concerns?

The first point of contact for anything related to your child's education is the class teacher. We encourage parents not to wait for the next formal opportunity but to contact us when they feel they need to.

Staff are available to have discussions with parents or carers outside of teaching hours, ideally at a prior arranged, mutually convenient time or an appointment can be made within school time again, through prior arrangement. Please telephone the school office to make an appointment or speak to a member of your child's teaching team.

For other matters not directly related to your child's progress, parents are invited to contact the school office. An appointment with the Head teacher, Deputy Head or SENDCO will be available for you at a mutually convenient time.

If you feel that your matter has not been dealt with, you can follow our schools complaints policy, which is on our school website.

The School Governor for SEND is Mrs Sheila Clarke and she holds regular reviews of the SEND provision with the school SENDCO, Mrs Thomas.

Can staff get extra help from experts outside if they need to? (e.g. advice and training on medical conditions)

Staff can access extra help and receive training if necessary. E.g. Educational Psychologist, Speech and Language service, Community Pediatrician's, Occupational Therapy. Should a child have ongoing medical needs, regular reviews are planned and implemented to include all relevant professionals.

Case Study A (2020-21)

To demonstrate the impact ELSA has on a child at Brackenwood Infant

School Background

Child A had begun to demonstrate some subtle changes in their behaviour, which the class teacher had noticed and discussed with colleagues. Over the following few weeks, the class teacher sensitively discussed how the child was behaving in school and the parents had also noticed that at home, the child was also struggling with their emotions. As this is an anonymous case study and so as not to identify the child or family within this report, details of the possible causes of this behaviour will not be shared.

How we supported Child A

The family were invited in for an informal meeting with the class teacher and SENDCO to plan how to support the child and family. It was quickly identified that the parents also required support and Mrs Lamprou, our school ELSA, was also asked to attend and contribute to planning the next steps.

ELSA cycles were immediately begun, 1:1 weekly, hour length sessions between the child and ELSA. The parents were also invited to attend weekly support sessions with Mrs Lamprou, on a 'drop in' basis or planned. These sessions provided support for the parents caring for Child A and focused on developing successful routines and helping them to understand and respond to their child's emotions. During lunch and break times, the ELSA was on hand to support Child A in their play and communication with other children, teaching appropriate playground games and being on hand to explain and de-escalate when needed.

In class, the class teacher noted at first the keenness of Child A to attend ELSA sessions and then the gradual self-regulation of emotions alongside developing articulation of being able to explain how they feel to others or in fact, intervene and explain to the teacher how others in fact are feeling and why.

Follow-up support

The support continued into the following academic year, where once again Child A struggled to cope with change. Being fortunate enough to have a full time ELSA and the committed and flexible approach we take to prioritising ELSA children, Child A and their parents, continue to be able to access the invaluable 1:1 sessions.

This approach has resulted in a far more secure, calm and happier child who is ready to learn from stepping foot inside school. They are going from strength to strength in all areas of the curriculum and they have developed far stronger, positive relationships with all adults and children in their life.

Case Study B (2020-21)

To demonstrate the impact of coordinated multi agency approach

Background

Child B presented with social and communication difficulties in F2. They displayed high levels of anxiety and struggled greatly with listening to and responding to instructions. As this is an anonymous case study and so as not to identify the child or family within this report, specific signs of symptoms, will not be described.

How Child B was supported

Following sensitive conversations between school staff, the SENDCO and the child's family, a referral was first made to Wirral NHS SALT team and observation profiles were undertaken as requested through the referral process.

Following the initial appointment when Child B was more formally identified as having social and communication needs, a follow up referral was made to the School Nursing Team and Autism Together to support the child at home and in school. The SENDCO and forthcoming class teacher attended Autism training at Orrets Meadow and then disseminated this to all staff who were working with the child.

Child B was formally diagnosed with Autism in Y1 and began to access ELSA sessions. The family and school continually engaged with the Autism Together support worker. Child B benefitted from a 1:1 class TA, as their needs were prioritised.

ELSA sessions continued for Child B along with support during lunchtimes and break times, supporting his understanding and play with peers. Alongside continual TA /ELSA support, 'Now and Next' boards, a visual timetable and many other strategies were used. These helped to help reduce and calm anxieties, enhance independence and maximize understanding. Child B was also identified for participation in the school 'Full of Beans' mental health and wellbeing programme.

Follow-up support

Before transitioning to the next school, a PFA was successfully gained to support the next academic journey. An enhanced transition was planned between the two schools and meetings held between schools and family, to ensure all possible support systems were in place for this child.