

SEN Policy Document (Statutory)

**Document Name: Minimum Offer of Support**

First Written Date: October 2017

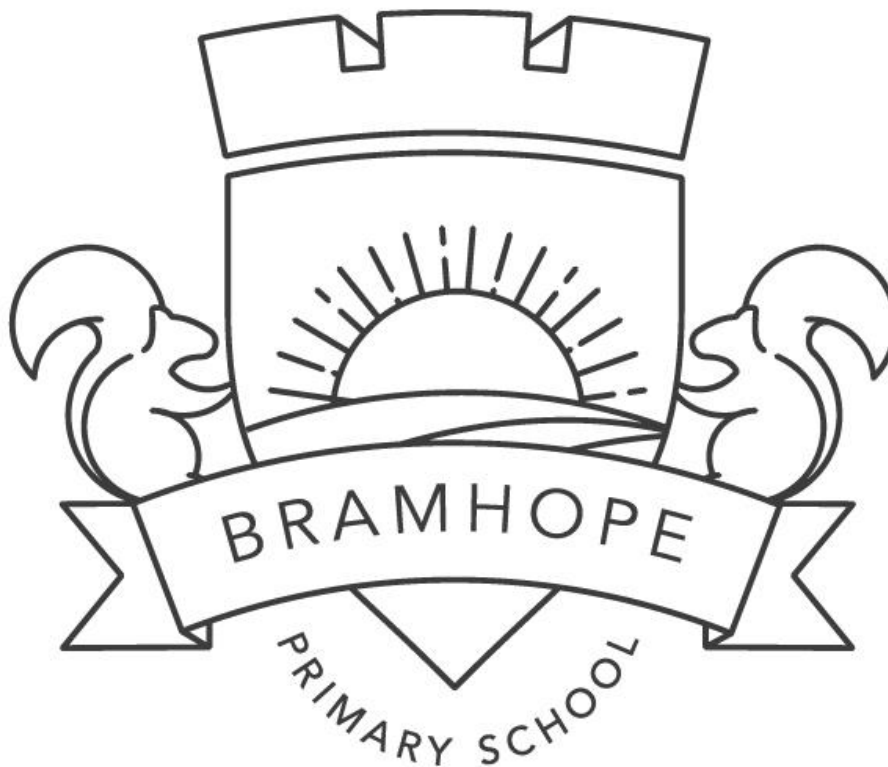
**Review Date: September 2018**

Reviewed By: All Staff

Ratified By Full Governors Date: November 2018

**Next Review Date: September 2019**

Document No: SENP002



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## Minimum Offer of Support for Children with SEND Policy

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**Minimum Offer of Support for children and young people with SEND  
at Bramhope Primary School 2018-2019**

<b>Ethos</b>	Bramhope Primary School has an inclusive ethos. We promote the social and emotional aspects of a child's development as well as the academic. We provide all children with learning goals in a broad-based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by designing a curriculum which engages the learners and through the teaching approaches we adopt. We work in partnership with children, parents/carers and other agencies to provide the best possible educational outcomes for all our children, including those with a range of additional and complex needs. The school's SEND policy and procedures ensure early interventions provide prompt and appropriate support, for all children with additional needs, allowing them to fulfil the high expectations we have for them.
<b>Leadership</b>	The progress of all children is closely monitored by the Leadership Team. The SENCo, works in partnership with parents, supports staff and reviews and evaluates our SEN provision. Data is collected each term for all pupils and the achievement and progress of children with Personal Plans and Support Plans is monitored and reported to Senior Leadership. At the termly progress meetings the Leadership Team and SENCo review the provision maps and monitor and evaluate the intervention programmes.
<b>Budget</b>	Funding for SEN is used according to the specific needs of the children. The SEN budget is used to employ additional staff to work with small groups of children and sometimes on a 1:1 basis with a child. The school also uses some of the school budget to provide targeted support for SEN at various levels throughout the school.

<p><b>Policies</b></p>	<p>The school has a range of policies related to SEN. These policies include:</p> <ul style="list-style-type: none"> <li>• Special Educational Needs</li> <li>• Inclusion</li> <li>• Behaviour</li> <li>• Child Protection</li> <li>• Health and Safety</li> <li>• Equalities</li> <li>• Accessibility Plan</li> <li>• Intimate Care</li> </ul> <p>These policies are reviewed regularly and are available to parents.</p>
<p><b>Curriculum, Teaching and Learning</b></p>	<p>At Bramhope Primary School we plan a curriculum that is based on first-hand experience, which excites the children and engages them in learning. We aim to teach children how to grow into positive, responsible citizens, who value and can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.</p> <p><b>We value the uniqueness of each child.</b></p> <p>Teachers and support staff provide targeted intervention with small groups and individual pupils. Pupils may have a Personal Plan and SEN Support Plan or an Intervention Plus Support Plan with small achievable steps which are shared with parents and reviewed regularly. Our Pastoral Care Team are also able to offer nurture groups and 1:1 mentoring. We make arrangements to ensure the learning environment is accessible for everyone.</p>
<p><b>Assessment</b></p>	<p>At Bramhope Primary School assessment is used to:</p> <ul style="list-style-type: none"> <li>• enable teachers and children to celebrate individual strengths and achievements and to identify individual/group needs to set targets for future learning.</li> <li>• ensure continuity and progression for children's learning within and across year groups.</li> <li>• provide a differentiated curriculum to meet the individual needs of all children within Bramhope Primary School.</li> <li>• provide regular information for parents, future schools, outside agencies and others who support the child's learning.</li> </ul> <p>Children are involved in the marking process, helping to review their own progress and set their own next steps. At the end of each lesson, the teacher assesses progress and targets support for those children who are still unsure or who have gaps in their understanding.</p> <p>Children's progress in reading, writing and maths is formally</p>

	assessed each term and their progress reviewed by the Leadership Team as part of the Pupil Progress meetings. Children who are receiving intensive support will have their progress reviewed more regularly.
<b>Training</b>	Staff access additional training to ensure they have the appropriate skills to support pupils with any additional needs. Teaching assistants are also trained to deliver tailored support such as speech and language. Along with all other schools in the Otley cluster, we are supported by the Orchard Centre where specialist staff support pupils and can recommend appropriate resources.
<b>Partnerships</b>	The school works closely with the Local Authority and other local schools (The Otley, Pool and Bramhope Family of Schools Cluster) to access support for school improvement, Educational Psychologists and Speech and Language services. The Cluster has a parent support worker and a TaMHS Counsellor who may be accessed by the school as required. The school is part of the NW Leeds AIP. This ensures that there is additional provision for pupils with high levels of complex needs and enables them to access alternative placements.

### **Frequently asked questions:**

#### **What do I do if I think my child may have Special Educational Needs?**

Speak to your class teacher initially and they may refer to the SENCo. The school will work with you to establish what additional help your child may need.

#### **How will school support my child?**

The class teacher and the SENCo will develop a plan for your child. This may be a Personal Plan with SEN Support or an Intervention Plus Support Plan. This will have specific targets for your child. The targets will involve the teacher/ the teaching assistant, your child (if appropriate) and the parents. It will be shared with the parents. The school leaders will monitor how effective this provision is. When necessary, the school will access additional help for your child.

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

Work will be differentiated for your child. Your child may receive targeted support from a teacher or a teaching assistant during the school day. Additional resources will be provided as necessary.

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

You will be invited to Parent Consultation Evenings twice a year. You can also request additional meetings with the class teacher and/or SENCo. You will receive

a written report once a year. Whenever your child's Personal Plan or Support Plan is being reviewed, you will be invited to discuss the progress made and the new targets.

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

Your child will be cared for primarily by the class teacher. If appropriate, your child may be supported by members of the Pastoral Team. If your child has additional physical needs, these will be discussed with you and the SENCo. Suitable plans will be put in place eg Intimate Care Plans. If necessary, there will be a teaching assistant designated to look after additional physical needs. The school's Health and Safety Policy, Intimate Care Policy and Medication Policy will be followed.

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

The SENCo will access any additional support your child needs. This will vary, but could include: Educational Psychologist, Speech and Language Therapist, Occupational Therapist, TaMHs Counsellor, STARs Team, Hearing Impaired Team, Visually Impaired Team.

### **How will my child be included in activities outside the classroom?**

Whenever possible, your child will be included in every aspect of school life. You will be consulted about how the school can organise events. After school clubs are also available to all. Activities may be differentiated to allow your child to take part.

### **How accessible is the school?**

The majority of the school is one level. There is a disabled toilet in each building. We have a hearing loop and a radio aid system. We have a large number of computers, laptops and tablets to support individual programmes.

### **How will the school help my child on transfer to the next phase of education?**

Pupils in Yr 5 attend a transition day to familiarise themselves with the building and routines at PHGS and they attend again in Yr6 for three days. The pupils have the opportunity to compete in sporting tournaments at the high school and PHGS run extension sessions in English, maths and science.

An Ambassadors Project is organised in the last half of the summer term for pupils who may need a supported move. Pupils who may need additional transition attend PHGS for several sessions.

Staff from PHGS (and other high schools) visit BPS to talk to the Y6 teachers and SENCo, passing on academic and pastoral/safeguarding information. They also visit the pupils to talk to them and answer any questions that they have. Two Y8 pupils also come into school to tell the pupils about the first year of high school. PHGS staff are also invited into school to watch presentations which the pupils have put together on a range of subjects from Shakespeare to history. Pupils are also given a transition passport to complete before and on the transition days.

This includes English, maths and science as well as information about hobbies and families. Family interviews are arranged for all Y6 parents and their children.

### **How are the school's resources/funding allocated and matched to children's needs?**

The school spends the money it receives wisely to ensure everyone can succeed. Where necessary, additional teaching assistants are employed to support your child. This will usually be in a small group as most children do not need 1:1 support. If a child needs this support, then the money is spent on staffing. The SENCo, Head Teacher, class teacher and external agency (if appropriate) will discuss what support is required. Parents are often involved in these decisions. Some money is spent on additional resources eg specialised programmes.

### **How are parents involved in the school and how can I be involved?**

An effective home-school partnership is vital to every child's progress. We communicate with parents through regular newsletters, curriculum newsletters and information sessions to showcase learning and events. Parents are welcomed into school to discuss issues and concerns. Parent volunteers support in the classroom and accompany school visits. We have a very active PTA who organise fund raising and social events.

### **Who can I contact for further information?**

The school is very popular and oversubscribed. We hold two Open Mornings in November and parents are most welcome to attend. If your child has SEN you may wish to discuss his/her needs separately and an appointment can be made with Mrs Colbourn, the Head Teacher.

If you want more information about school policies, please visit our website

<http://www.bramhopeprimary.co.uk/>

If you want more information about the Leeds local authority offer, please visit the LA website

<https://www.leeds.gov.uk/residents/children-families-and-carers/local-offer/leeds-local-offer/special-educational-needs-disability>