

Bramhope SEN Coffee Morning

21st October 2024



We will begin promptly at 9am

Outline of the Morning



Today's Agenda

- **9:00 – 9:10am**

Welcomes and Ground Rules

- **9:10 – 9:30am -**

How we identify SEN needs at Bramhope.
What that looks like? The initial steps. Who
to contact?

Signposting for support

- **9:30- 9:45**

Q & A and time to share.

Ground Rules and Protocols for SEN Working Group

1. Safe Space for Discussion

- This group is a safe and supportive space where all members are encouraged to discuss a wide range of SEN-related topics, including questions, experiences, and challenges.
- Everyone's input is valued, and there is no such thing as a "silly" question. We are all here to learn from each other and to share knowledge.

2. Maintain Anonymity

- To ensure privacy and respect confidentiality, no names of children, parents, or other staff members will be mentioned during discussions. When sharing experiences or examples, keep identifying details anonymous.

3. Positive and Constructive Atmosphere

- Discussions should remain positive, constructive, and solution-focused. We aim to build one another up and create a supportive environment where feedback is given respectfully.

4. Equal Contribution and Collaboration

- Each member of the group is encouraged to contribute, share their expertise, and offer solutions. Whether this is during the Q & A section of the morning or when you have some time to talk amongst yourselves over a coffee.

6. Welcoming and Inclusive Environment


- The group should be friendly, welcoming, and inclusive. Making new members throughout the year feel comfortable by being open and approachable. Acknowledging that we are all at different stages of diagnosis or are here because we have an interest in SEN.
- Avoid judgment and focus on creating a space where everyone feels encouraged to share and participate.

By adhering to these ground rules and protocols, we will build a strong, collaborative community focused on improving support for SEN children and ensuring a positive environment for all of our parents and staff members.

How the school identifies pupils with SEN.

What needs do we at Bramhope provide for?

1. What types of SEN does the school provide for?

 Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments

How the school identifies pupils with SEN.

What should
I do if I think
my child has
SEN?

Tell us about your concerns

If you think your child might have SEN, the first person you should talk to your child's teacher.

Please contact your child's class teacher either by email or admin@bramhopeprimaryschool.co.uk or by telephone 0113 2671222.

They will pass the message on to our SENCO, Charli House who will be in touch to discuss your concerns.

You can also contact the SENCO directly: send@bramhopeprimaryschool.co.uk

We will invite you to a meeting to discuss them

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to our school system. Parents can receive a copy of this if they wish.

We will decide whether your child needs SEN support

If we decide that your child needs SEN support, we will communicate this with you and your child will be added to the school's SEND register.

Once a referral has been made to the SENCO, they will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO (Mrs House) will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with the class teachers to create a SEN support plan that will then be shared with you.

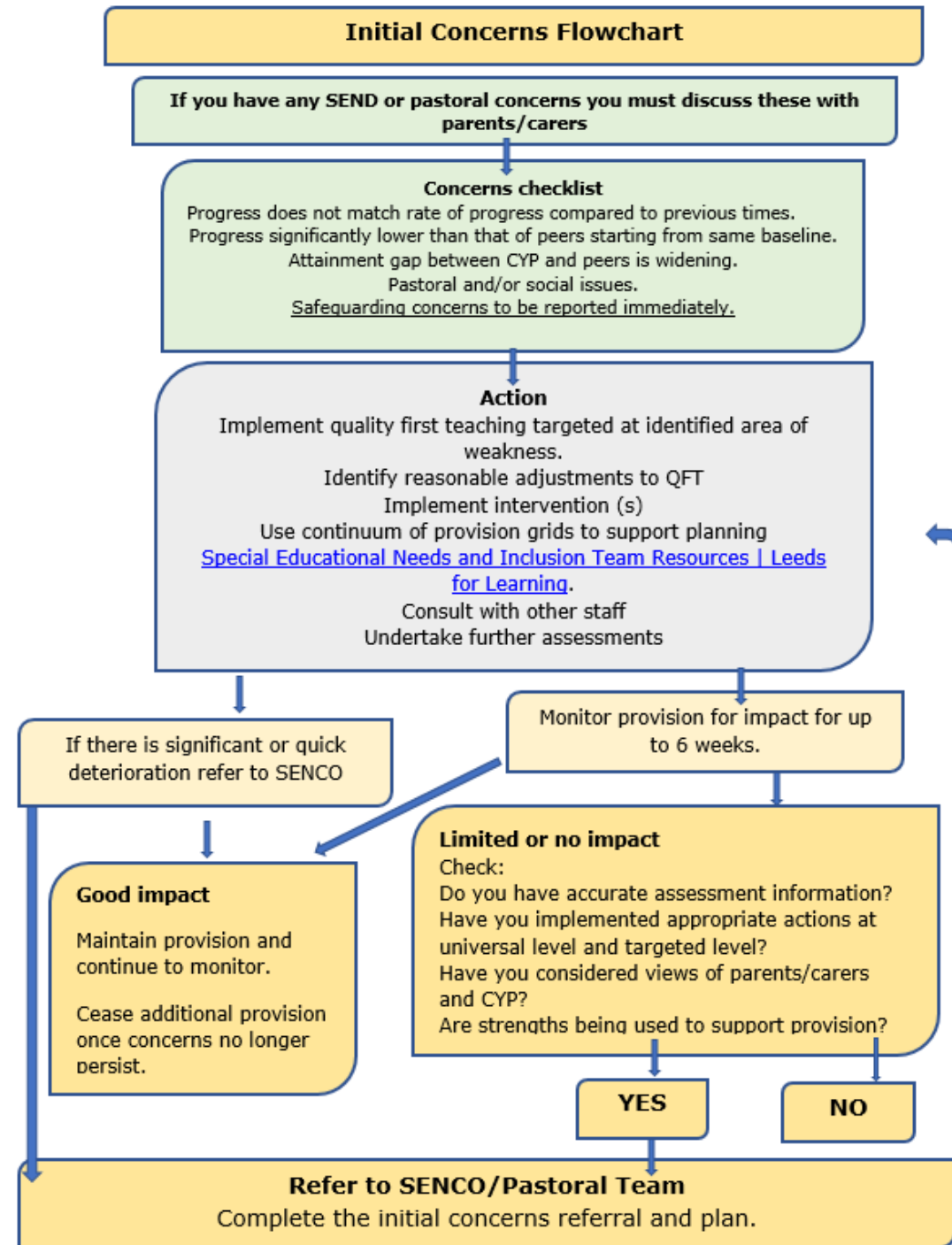
Throughout the initial referral process we follow a staged approach to access where a child is in their referral.

Staged Approach to Assess

- Stage 0 – No monitoring / SEN need identified
- Stage 1 – Accessing universal provision, accessing everyday catch-up interventions within class
- Stage 2 – Short Term Monitoring Plan – Half term monitoring – Universal Provision, Targeted interventions, Short-term catch-up input
- Stage 3 – SEN Support in place – Targeted and Personalised provision accessed in school
- Stage 4 – SEN Support in place – Outside agencies involved
- Stage 5 – EHCP in place

Documents in Place

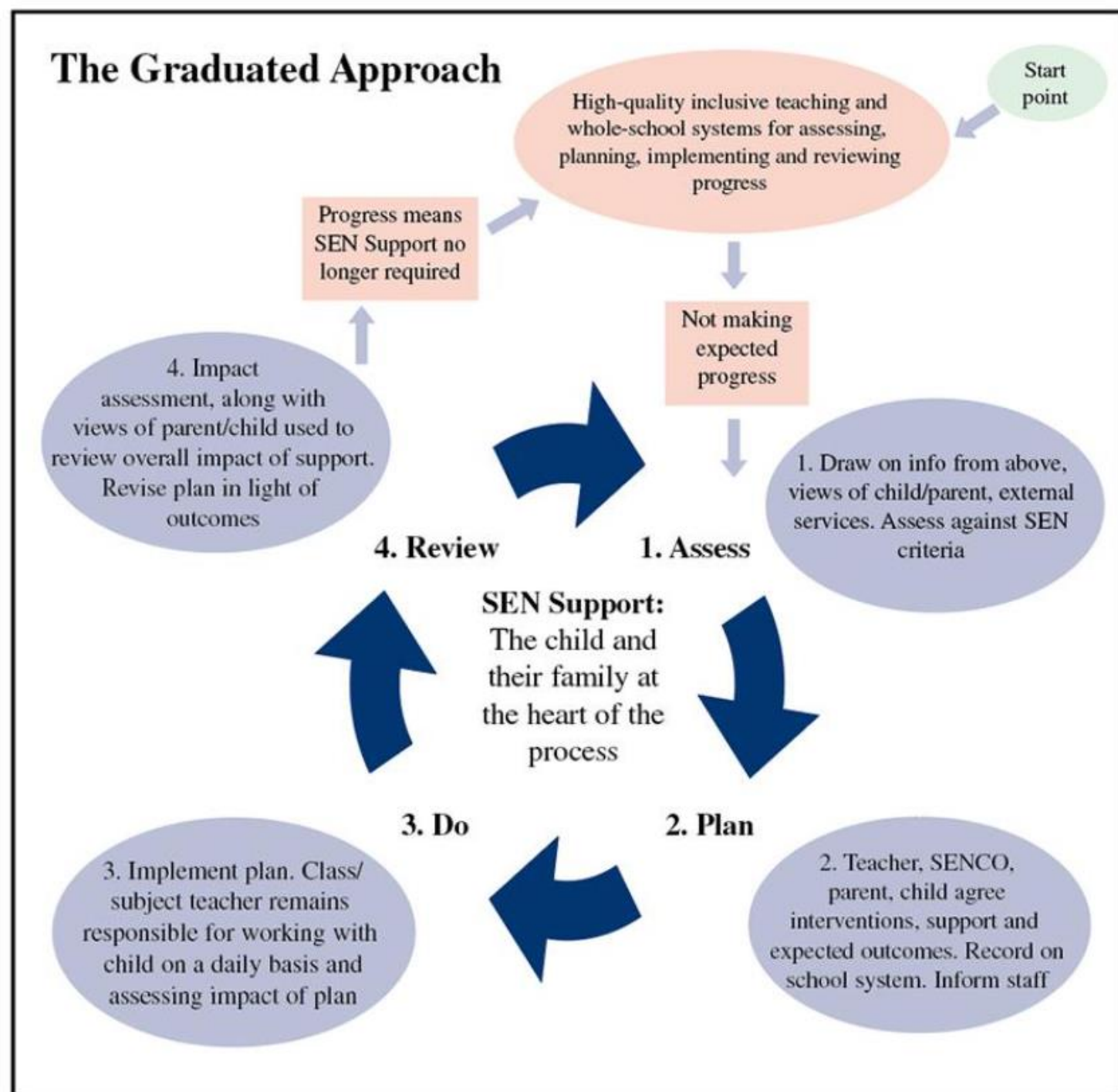
- Stage 2 – Pupil Centred Planning
- Stage 3/4 – Individual Learning Plan and Individual Provision Map
- Stage 5 - EHCP



How the school identifies pupils with SEN.

Best practice involves meeting pupils' SEN through implementing The Graduated Approach using the assess, plan, do, review cycle.

- Inclusive quality first teaching is the first step in responding to those with SEN
- Students who continue to face challenges in their learning, despite receiving high-quality teaching, are likely to need additional strategies, or different provision, in order to meet their needs. This is when we link to the graduated approach and remove the barriers to learning.
- The graduated approach takes the form of a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of a student's needs and the support required to help them secure good outcomes increases.



Graduated Approach – Plan / Do

We have a team of 11 TAs, including 3 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Our teaching assistants are trained to deliver interventions such as:

- ReadWriteInc.Phonics (EYFS/Key Stage 1)
- Mathletics
- Nessy Fingers
- Handwriting
- RWI Phonics/Spellings (Key Stage 2)
- Maths (EYFS/Key Stage 1)
- Maths (Key Stage 2)
- Lexia
- Reading Inference
- Alpha to Omega
- Precision Spelling
- Speech and Language: pre-verbal
- Speech and Language (Away with Words)
- Pastoral Support
- Pastoral Support- family of school's TAMHS
- Lego Therapy

Plan	<p style="text-align: center;">SEN SUPPORT</p> <p>If it is agreed to give a pupil SEN Support, the pupil's parents must be formally notified</p>	<p style="text-align: center;">INTERVENTION</p> <p>The teacher(s), SENCO, parent's and pupil should agree after discussion of evidence based interventions and support to be put in place, and the expected progress</p>	<p style="text-align: center;">OUTCOMES</p> <p>All teachers and staff who work with pupils should be made aware of the child's SEN. Outcomes should be measured and recorded and a clear review date should be chosen</p>	<p style="text-align: center;">PARENTS</p> <p>Parents should be involved in decision making. They should be fully aware of the planned support & interventions.</p>
Do	<p style="text-align: center;">DAILY SUPPORT</p> <p>The class/subject teacher should remain responsible for working with the pupil daily. The teacher retains responsibility for group or 1:1 interventions away from the main class</p>	<p style="text-align: center;">LIAISON</p> <p>The teacher should work closely with any TA or specialist staff; to plan and assess the impact of interventions & how they can be linked to class room teaching</p>	<p style="text-align: center;">SENCO ROLE</p> <p>The SENCO should support the teacher in further assessment of the pupil's strengths * needs and advise on the effective implementation of such support.</p>	<p style="text-align: center;">PARENTS</p> <p>Parents should be advised and trained on how to reinforce the provision at home to support progress.</p>

How the school identifies pupils with SEN.

As a minimum, we will provide termly reports on your child's progress.

Your child's class/form teacher will meet you 3 times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support but your child's class teacher is your first port of call.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This will form your child's learning plan and will be shared with all relevant staff, and you will be given a copy.

IPM / IPLs are written in the first 2 weeks of each term. Therefore, you should expect to be contacted by your child's class teacher around week 3 of each term to come into school and have look, discuss and review the progress and provision in place for your child.

IPLs / IPMs will be a focus for our Autumn 2 coffee morning. More information to follow.

1

To provide clear, comprehensive, accessible and up to date information about available provision and how to access it.

2

To make provision more responsive to local needs and aspirations directly involving children and young people with SEND, their parents and carers and service providers in its development and review.



Advice and support

Information, advice and support for you and your family.



Have your say

Find out how to have a say on SEND services.



Things to do

Find out about short breaks and fun activities.



Health and Social Care

Find out how to access the right health and social care support for your needs.



Preparing for adulthood

Information about support available when moving into adulthood.



Education

Information about support in education.



Transport

The Children's Transport Team help children and young people to access the transport they need to get to and from school or college.



Information for professionals

Information for professionals.



Please use the sheets available to note down and more specific questions or if you have anything personal to you and your child / children please feel free to catch one of us at the end.

Reminder of those ground rules. Thank you for your cooperation.