

## Schools Information Report (SEND)

### Who are the people that I need to talk to about SEND at Brindishe Schools?

The Class Teacher who will:

- Check on the progress of your child and identify, plan and deliver any additional help your child may need (this could be targeted work or additional support)
- Liaise closely with the Inclusion Lead with regards to your child's progress and support
- Deliver personalised learning opportunities for your child - Ensure that the school's SEND Policy is followed

The tri-school SENCO Amy Etuk-Smith

The Inclusion Leads: Jessica Dee at Brindishe Green, Gemma Caller at Brindishe Manor and Verity Ferrant at Brindishe Lee supported by the tri-school SENCO Amy Etuk-Smith, who will:

- Develop and review the school's SEND policy to ensure all children get a consistent, high quality response to meeting their needs in school
- Co-ordinate all the support for children with special educational needs or disabilities (SEND)
- Provide specialist support for teachers and support staff within the school, so that they can support children with SEND to achieve the best possible progress.
- Ensure class teachers have up to date records on each child with SEND
- Organise and co-ordinate annual reviews for children with EHCPs or Statements
- Refer children for assessments so that additional support can be accessed
- Liaise with outside agencies working in the school to support your child's learning
- Update the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and make sure that records of your child's progress and needs are kept up to date
- Monitor the impact of policies and the effectiveness of provision in the school

The Head Teacher: Katie Matthews at Brindishe Green, Kate Porter at Brindishe Manor and Sian Bannister at Brindishe Lee who will:

- Lead in the day to day management of all aspects of the school; this includes the support for children with SEND
- Give responsibility to the Inclusion Lead and class teachers, but still be responsible for ensuring that your child's needs are met
- Make sure that the Governing Body is kept up to date about any issues relating to SEND

The SEN Governor will:

- Meet regularly with the school's Inclusion Lead
- Make sure that the necessary support is given to any child with SEND who attends the school
- Monitoring the effectiveness of SEND provision in the school

	<p>- Keep the Governing Body informed about any SEND related issues or changes</p> <p>Please contact the school if you would like to speak with the Inclusion Lead about SEND.          Brindishe Green: 020 8852 7245          Brindishe Manor: 0208 852 0852          Brindishe Lee: 0208 318 4626</p>
<p>What <b>kinds of special educational needs</b> are provided for at this school?</p>	<p>Brindishe Schools recognise the value of truly inclusive schools where all members of the school community feel valued as individuals and children learn, mix and become friends with others of differing abilities and from a range of different family backgrounds and circumstances.</p> <p>The four areas of need identified in the code of practice 2015 are:</p> <ul style="list-style-type: none"> <li>• Cognition and learning</li> <li>• Communication and Interaction</li> <li>• Social, Emotional and Mental Health difficulties</li> <li>• Sensory and/or physical needs</li> </ul> <p>Our schools include children whose needs fall into all of these categories.</p>
<p>How do we identify pupils with SEND and assess their needs?</p>	<ul style="list-style-type: none"> <li>• Class teachers use a wide variety of sources to identify children who may need additional support. If you have concerns about your child's progress you should first speak to your child's class teacher.</li> <li>• Teachers are continuously monitoring and assessing children's learning and development.</li> <li>• Our schools use a tracking system to monitor the progress and attainment of all children, and all children are discussed termly in pupil progress meetings. Based on this wide range of information a child may be identified as needing additional support.</li> <li>• When a child is identified as needing additional support, the Inclusion Lead will become involved and may carry out specific assessments or refer your child to a specialist for support.</li> </ul>
<p>What arrangements for <b>consulting parents</b> of children with SEN and <b>involving</b> them in their child's education do we have?</p>	<ul style="list-style-type: none"> <li>• There is the opportunity to have 3 meetings a year.</li> <li>• In addition, we have an open door policy and we will always make ourselves available to discuss your child.</li> <li>• We listen to what parents/ carers tell us about their children and we use that information to make sure everyone who works with a child understands their needs.</li> <li>• We ensure that review meetings and Team Around the Child meetings are arranged at reasonable times.</li> </ul>
<p>How do we assess and review progress towards outcomes?</p>	<ul style="list-style-type: none"> <li>• Through day-to-day teaching and learning, children are continually assessed and teachers' planning responds to this.</li> <li>• For some children more in-depth assessments may be required. Some of these can be carried out by our Inclusion Lead and sometimes we ask external agencies to carry these</li> </ul>

	<p>out. (This is particularly in the case when applying for an Education, Health and Care Plan).</p> <ul style="list-style-type: none"> <li>• Education, Health and Care Plans (EHCPs) are formally reviewed annually and all adults involved in the education of the child are invited.</li> <li>• All children are formally assessed at the end of Early Years, key stage 1 and 2.</li> </ul>
<p>How do we support children to move between different phases of education?</p>	<ul style="list-style-type: none"> <li>• Transitions are carefully managed both within and across settings.</li> <li>• Time is taken to ensure that the transitions can be made successfully.</li> <li>• A programme of meetings and visits is organised and these will involve the child and parents/carers as well as professionals. The programme will vary according to the particular needs of the child but will usually involve a visit from the new setting's staff as well as a visit to the new setting by the child.</li> <li>• Transition books may be made, providing photographs and visual prompts to support the process.</li> <li>• Information is always transferred securely.</li> </ul>
<p>What is our <b>approach to teaching</b> children and young people with SEN?</p>	<ul style="list-style-type: none"> <li>• Class staff teams know the profile of their class and individual needs and learning activities are planned to match children's learning styles.</li> <li>• The environment is stimulating, supportive and well resourced. Wall and interactive displays provide prompts and reminders to encourage children to learn and achieve independently.</li> <li>• Each class has a teacher and some teaching assistant support. If children have an Education, Health and Care Plan, there may be additional teaching assistance so that specialised support is available.</li> <li>• Classes are well resourced, and for children with additional needs specialised equipment may be utilised.</li> <li>• We ensure that all staff know and understand the needs of all pupils.</li> <li>• All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.</li> </ul>
<p>How are <b>adaptations</b> made to the <b>curriculum</b> and the <b>learning environment</b> of children and young people with SEN?</p>	<p>In most cases, a child's needs will be addressed through quality first teaching. We respond to children's individual needs and adapt our teaching styles, environments, resources and groupings to meet these needs. This enables us to personalise the learning.</p>
<p>How do we ensure the <b>expertise</b> and <b>training</b> of staff to support children and young people with SEN,</p>	<ul style="list-style-type: none"> <li>• The Inclusion Lead may support staff in planning for children with SEND.</li> <li>• Staff training takes place regularly and may be delivered within one school or across the 3 schools. Training is offered</li> </ul>

<p>including <b>specialist expertise</b>, will be secured?</p>	<p>in relation to specific needs / aspects of SEND as well as quality first teaching strategies and curriculum adaptations.</p> <ul style="list-style-type: none"> <li>• Training may be from an external provider, tailored and delivered 'in-house' or delivered from link specialist outside agencies such as Educational Psychology or Drumbeat ASD outreach.</li> <li>• Training needs are regularly audited within the partnership of our schools.</li> </ul>
<p>How do we <b>evaluate the effectiveness</b> of the provision made for children and young people with SEN</p>	<p>We use the 'Assess, Plan, Do, Review' cycle for all teaching and learning. Reviewing provision is part of our everyday practice and takes place not only in our termly pupil progress meetings, but also in response to every lesson. We are continuously assessing, responding to what the children tell us and adapting our provision based on this.</p>
<p>How are children and young people with SEN <b>enabled to engage</b> in activities available with children and young people in the school who do not have SEN?</p>	<p>In supporting children with SEND, we adhere to the guidance detailed in the Equality Act 2010. Whenever possible we provide additional support so that children can be as fully involved as possible. We will risk-assess and wherever possible make the adaptations needed in order to meet individual needs. Where appropriate, additional funding may be used to support families with the cost of educational visits and residential visits. The accessibility of venues and the ability for all pupils to take part in educational visits is carefully considered during the planning stages.</p>
<p>What support for improving <b>emotional and social development</b> do we offer? This should include <b>extra pastoral</b> support arrangements for listening to the views of children and young people with SEN and measures to <b>prevent bullying</b>?</p>	<ul style="list-style-type: none"> <li>• Emotional well-being is supported by making sure that children who find change difficult are well prepared for any changes or transitions.</li> <li>• All three schools have had training on using the zones of regulation, these are used in class and can also be used as an intervention group.</li> <li>• All three schools have access to a professional counselling service which is school-based and provides some children with weekly counselling as well as the opportunity for children to request a time to talk with an adult.</li> <li>• In addition, all three schools have a trained ELSA</li> <li>• Nurture groups are also offered which may include sewing, gardening, forest school and social skills groups.</li> <li>• Lunch times are supported with planned activities.</li> </ul>
<p>How does the school involve other bodies, including <b>health and social care bodies, local authority support services and voluntary sector</b> organisations, in meeting children and young people's SEN and supporting their families?</p>	<p>After assessment and discussion with the school team, a range of services may be available to us. They include:-</p> <ul style="list-style-type: none"> <li>• Education Psychology</li> <li>• Drumbeat ASD outreach service</li> <li>• Speech and Language therapy services</li> <li>• Specific Learning Difficulties Team (SpLD)</li> <li>• Sensory Teacher Team</li> <li>• Targeted Family support</li> <li>• Inclusion Outreach</li> <li>• School Nurse</li> </ul>

Date of Completion : 28/3/2025