Brant Broughton CofE Methodist Primary School

SEND Information Report

2026-2027

Contents

- What are Special Educational needs (SEND)?
- How do we identify pupils with SEND?
- What are our aims for pupils with SEND?
- How do we work with parents and children?
- How do we review children's progress?
- How do we support children with transition between phases of education?
- What is our approach to teaching children with SEND?
- What kind of training does our staff team receive, and which agencies do we work with?

What are Special Educational needs (SEND)?

Special educational needs or disabilities (SEND) can affect a child's ability to learn. Children with SEND might have difficulties expressing their thoughts and feelings, struggle to understand and remember new concepts or find it hard to interact with others. At Brant Broughton CofE Methodist Primary School, we support children with the following areas of need:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyscalculia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety.
- Sensory and/or physical needs, for example, visual and hearing impairments.

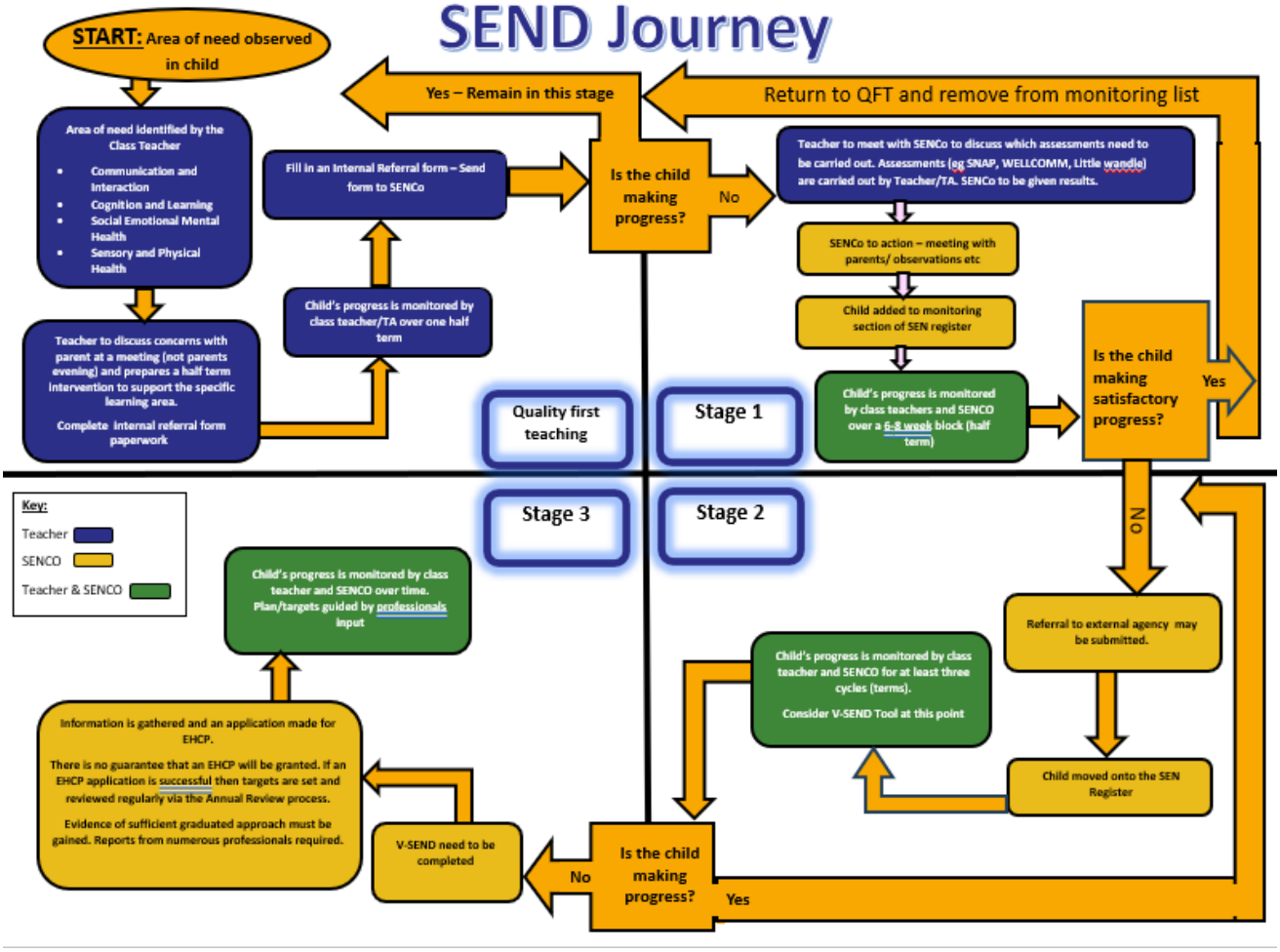
How do we identify pupils with SEND?

Our class teachers make regular assessments of progress and attainment for all pupils and identify those whose progress/ attainment:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- Is below what would be typically expected for their age

If teachers have concerns over a child's progress or attainment, they will raise concerns with the child's parents initially, and share information with the school SENDCo. This would also be the case if teachers have concerns about a child's physical, emotional or social development.

The school uses the following procedure to make a decision on the action to be taken:



This may include:

* Completing internal assessments to clarify what the child is finding difficult

* Referring the child to an outside agency for advice/ support/ assessment

* Placing the child on the SEND register, implementing an individual education plan (IEP)

* Placing the child on a monitoring register for progress to be closely monitored

* Providing specific interventions for the child to narrow the gap

What are our aims for pupils with SEND?

Our aims for pupils with Special Educational Needs and Disabilities are inclusive and the same as for all our pupils: To provide a broad and balanced curriculum within which children can reach their full potential. We believe that our key themes: Celebrating everyone, Preparing for the future, Travelling together, Acting in hope should underpin our aspirations for all children, no matter their needs or barriers:

This vision for pupils is demonstrated through our approach to teaching, our curriculum, enrichment opportunities and the adaptations we make for pupils with SEND.

How do we work with parents and children?

At Brant Broughton CofE Methodist Primary School, we believe that parents are the experts in their children. We welcome and value parental feedback about children's strengths, difficulties and barriers to learning. We are a welcoming and approachable school and we encourage parents to share their concerns, however small, with their child's class teacher or the SENDCo (Kelly Brown). Where concerns are raised about a child's progress, attainment or development, we will arrange a meeting with parents to discuss this in more detail and agree the next steps for the child. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

If it is decided that the child needs additional or different provision then this will be reviewed 3 times a year with the class teacher, SENDCo and parents.

It is important to us that children have their views heard and are fully included , no matter what their ability to communicate is. We listen to our pupils and enable them to be active participants in their learning. We encourage them to evaluate themselves as learners, express opinions and make choices. The child's voice is collected in school and used to inform IEPs and additional provision. Where children struggle to communicate verbally, their views are collected in alternative ways (such as observations/ pictures), or through familiar adults to advocate on behalf of the child.

How do we review children's progress?

In order to review children's progress, we follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCo, the child and their parents, to identify the child's primary area of need. The SENDCo will support the class teacher in setting suitable targets/outcomes for an Individual education plan.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

Additional support and interventions which the child receives will be recorded so that progress can be monitored by the class teacher and SENDCo.

Formal review meetings will take place three times per year with the class teacher, parents and SENDCo, where IEP targets are reviewed, and new targets set (if required.)

How do we support children with transition between phases of education?

It is vital that children with SEND are well prepared for each stage in their education, and it is our aim for this to be suitably facilitated so that the process is a positive experience for children and their families.

This work begins when children transition from pre-schools/nurseries to our reception class. Some of the additional support we provide for children may include:

- Additional visits to the classroom or to meet the class teacher.
- Visits at a quieter time of day so that the child does not become overwhelmed.
- Meetings between the SENDCo, parents and nurseries to discuss the child's needs.
- Transition booklets, with photos of the school and teachers, for children to read at home
- Some children with Education, Health and Care plans may require a phased start in Reception.

Between each school year, children may require additional transition support in preparation for moving to the next year group. This may include:

- Spending time with the new class teacher/ TA
- Visiting the classroom, seeing their peg and seat
- Meetings between new class teacher, parents and SENDCo

When children are preparing to move to secondary school, we ensure that all relevant information about the child's needs is shared with the new school. Children may also access the following support if required:

- Additional visits to the secondary school, with a familiar member of staff
- Support to access the secondary school website to find information
- Support to create timetables, lists and other resources which may help build their independence
- Transition booklets for them to share information with their new teachers

What is our approach to teaching children with SEND?

At Brant Broughton CofE Methodist Primary School it is the responsibility of all staff members to provide the appropriate support for our pupils with SEND.

High quality teaching is our first step in responding to pupils who have SEND. Pupils individual needs will be taken into account and the most appropriate provision and support will be provided. In addition to high quality teaching, pupils may also require support which is over and above what is typically offered within the classroom environment. This may include:

- Precision Teaching
- Play Therapy
- Phonics interventions
- Reading and comprehension support
- Maths mastery interventions
- Speech and Language support
- Social stories
- Emotional regulation support
- SENDsory circuits
- Mental health support

- Fine and gross motor interventions
- Nessy dyslexia program

We aim to meet the needs of all children within the school and have high expectations of pupils, including those who have SEND. We will strive to remove barriers to learning and provide the appropriate support so that children with SEND can access the same curriculum content as their peers.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Removing barriers within the curriculum to ensure all pupils are able to access it. For example, by grouping, 1:1 work, teaching style, use of concrete/visual resources, word banks, writing frames, scribes or assistive technology.
- Adapting our resources and staffing
- Using recommended aids, such as laptops/ ipads, coloured overlays, visual timetables, larger font, auditory resources, pencil grips/ writing aids.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Use of Sensory resources such as ear defenders, weighted items, alternative seating.

Additional support for learning

Teaching assistants may work 1:1 with a pupil, for example if they have an Education, Health and Care plan.

Teaching assistants may provide 1:1 or group interventions for children who are not making expected progress

Teaching assistants may run wellbeing groups for vulnerable children or those with social and emotional needs.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Brant Broughton CofE Methodist Primary School is an inclusive school. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our school trips, including the residential trip. Consideration will be given to the specific difficulties children with SEND face and adaptations made to give them the best possible opportunity to enjoy these experiences.

All pupils can stand for school council or house captain

All pupils are encouraged to take part in sports day, school plays and concerts

All pupils achievements are celebrated in our weekly celebration assembly

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

All pupils are treated fairly, ensuring that individual needs are considered and that those with SEND are not treated less favourable than other pupils. Any form of bullying or discrimination is not tolerated and will be dealt with promptly in accordance with the school's policies (Behaviour Policy).

What kind of training does our staff team receive, and which agencies do we work with?

Our SENDCo, Miss Worrell, has completed the National Award for SEND Co-ordination.

Our class teachers and teaching assistants benefit from training in SEND. This is an iterative process which is planned to help adults meet the varying needs of pupils in the school.

Throughout the year, the senior leadership team evaluate staff training needs in relation to SEND and implement appropriate training delivered either by the SENDCo or external agencies. We currently access training from:

Behaviour outreach support service (BOSS)

The Working Together Team (WTT)

The Specialist Teaching Team (STT)

Educational Psychologist

In addition to the above, we also work closely with the following agencies to provide support for pupils with SEND:

- Speech and Language Therapists
- Occupational Health Therapists
- Pupil reintegration team
- Council SEND caseworkers

More information about how the local authority can offer support for pupils with SENDD, see the local offer below:

www.lincolnshire.gov.uk/SENDd-local-offer

What should I do if I have a complaint relating to SEND provision?

Complaints about SEND provision in our school should be made to the SENDCo or Head Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

Other useful information and support for parents can be found below:

www.wtt.org.uk- support for children with Autism

https://adhdlincs.org/ - ADHD training and resources

LPCF Home (lincspcf.org.uk)- parent forum with training, coffee mornings and support networks

https://speechandlanguage.org.uk/ - speech advice and resources

eric.org.uk – support for bladder and bowel issues

www.thesleepcharity.org.uk – sleep strategies and helpline

www.lincolnshirechildrenstherapyservices.nhs.uk/our-services/resource-library/first-call - resources to support listening and attention and speech and language

www.lincolnshirechildrenstherapyservices.nhs.uk/our-services/resource-library/first-move - resources to support fine and gross motor development.

www.family-action.org.uk – support for parents of pupils with SENDD