



Brampton Primary School

Special Educational Needs Information Report

How we support our learners with

Special Educational Needs and Disabilities



Our school ethos

At Brampton, we believe that every child's future matters. It is our mission to be the very best that we can be. In order to achieve our best, we believe that the individual child should be happy and at the centre of everything that we do.

What type of school is Brampton Primary?

We are a four form entry (4 classes per year group) primary school and we admit children from the ages of 3 to 11. Brampton Primary School also has an additionally resourced provision for children with Profound and Multiple Learning Difficulties (PMLD).



Our OFSTED rating is 'Outstanding'

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/102711> click here

How does Brampton Primary School ensure that children who need extra help are identified early?

Children at Brampton are identified as having Special Educational Needs and Disability (SEND) through a variety of ways, including the following:

- A child performing below age expected levels
- Concerns being raised by parents/carers
- Concerns raised by teacher
- Meetings between class teachers and members of Senior Leadership Team where class progress is discussed
- Discussions and meetings with outside agencies
- Health Reports from General Practitioners (GPs), specialists and hospitals
- Reports, meetings and discussions with a child's previous school or nursery setting.
- Early Years' Foundation Stage Educational Psychology Consultations

What should you do if you think that your child may have Special Educational or Disability Needs?

Make sure you speak to somebody, if it's a concern to you, then it is a concern to us.

At first, you should speak to your child's teacher.

If you still have concerns, then you should discuss your concern with any member of the Special Educational Needs Disability Team.

Who can explain my child's Special Educational Need to me?

The SEND team includes:

Mark Woodhouse

Olusola Awelenje

Hannah Duthie

Bruce Armour

Shahida Messaoudi

Lynn McCann

Nicky Hogben

Sonia Hutchinson

Alama Khan

Saji Kurup

Deputy Headteacher for Inclusion

SENCo/PMLD Manager

SEND Support Teacher (Maternity)

ASD Specialist Teacher

SEND Specialist Teacher

Child Protection and Pastoral
Support Officer

Senior Learning Support Assistant

Senior Learning Support Assistant

Senior Learning Support Assistant

Senior Learning Support Assistant

Forty Learning Support Assistants

Two Learning Mentors

How will Brampton Primary School support my child?

- Your child's class teacher will oversee, plan and work with each child with SEND in their class to ensure that they are making progress in every area of the curriculum.
- Children with SEND are taught alongside other children but lessons are designed so that all children in the class learn and make progress. Your child's teacher will do this by planning differentiated lessons, ensuring a multi-sensory approach is followed. This means that all the children in the class are working on the same topic but the activities and the questions that teachers asks are different, so that they suit the attainment level of the child.
- All children with SEND are clearly identified in the class teacher's planning, taking into account the child's developmental stage and level of cognitive development.
- Brampton Primary is a Signalong school and signing is used in class to support children's understanding.
- Teachers adapt their talk, the classroom and the equipment used by the children so that every child is able to learn. We follow specialists' recommendations (such as Complex Needs and Dyslexia Service) when planning how to adapt teaching for individual children with SEND.

How will Brampton Primary School support my child? (continued)

- Some examples of classroom adaptations made are; visual timetables, seating plans, visual cues and objects of reference and height adjustable tables and chairs.
- Specialist ICT equipment is available, for example, large keyboards, joystick mouse and Switch-it software.
- Your child's class teacher will use a provision map to set out the support that your child is receiving and evaluate the success of any interventions regularly.
- Some children will be given Learning Support Plans with specific outcomes so it is easy to track progress
- Some children will work with Learning Support Assistants either one-to-one or in a small group setting. Some of the groups include Social Skills, Speech and Language sessions, Literacy Intervention and Gross Motor Skills. The frequency and nature of support will be explained to you when the support begins.

What kind of Special Educational Needs are provided for at Brampton Primary School?

At Brampton Primary School, we welcome and include children with all Special Educational Needs and Disabilities, covering the four broad areas of need.

1. Communication and Interaction

- Speech and Language Needs
- Autistic Spectrum Disorder

2. Cognition and Learning

- Moderate Learning Difficulties
- Severe Learning Difficulties
- Profound and Multiple Learning Difficulties

What kind of Special Educational Needs are provided for at Brampton Primary School? (Continued)

3. Social, Emotional and Mental Health Difficulties

- Challenging Behaviour
- Attention Deficit Disorder
- Attention Deficit Hyperactivity Disorder
- Attachment Disorders
- Anxiety or depression

4. Sensory and/or Physical Needs

- Visual impairment
- Hearing Impairment
- Multi-sensory impairment

How are the Governors involved and what are their responsibilities?

- The Deputy Headteacher for Inclusion and the SENCo write termly reports to inform Governors of the progress of children with SEND. This report does not refer to individual children and confidentiality is maintained at all times.
- Rosy Smith is the link Governor for SEND and meets regularly with members of the Inclusion Team and reports back to the Governing Body.
- All Governors act as 'critical friends', questioning the school's policies and practices to ensure we are meeting the needs of all children.
- The Inclusion Team are invited to both share and consult at some Governing Body meetings.
- The Governors agree priorities for spending within the SEND budget with the overall aim that all children make progress.

How are the resources at Brampton Primary School allocated and matched to children with SEND?

Part of the school's budget is set aside to support children with SEND. This is a fixed amount, so we have to use the money as cost effectively as possible and make sure we can give help to all the children who need it.

Some of the additional resources the school pays for are;

- Speech and Language Therapy
- Educational Psychology Service
- Multi-disciplinary Team (Occupational Therapy, Speech and Language Therapy and Physiotherapy for children with PMLD)
- Specialist equipment and resources
- Psychotherapist

Occasionally, children need a high level of support which we cannot pay for from our own budget. When this happens, we apply for further funding from the local authority. If they agree, the child receives High Needs Funding which the school will use to meet their needs. This may also include one-to-one support.

How does Brampton Primary School assess and review the children with SEND?

- Class teachers follow a cycle of assessing, planning, doing and reviewing. This equally applies to children with SEND.
- Class teachers are constantly assessing all children's progress. Informal assessment goes on all day and feeds into what the teacher plans the next day.
- All SEND children are discussed termly in pupil progress meetings between class teachers and senior leadership team. These meetings allow us to track the children carefully to ensure that they are making good progress and respond swiftly where that is not the case.
- Parents/carers of children with SEND are kept up to date through termly reviews but they can contact the school at any time if they have concerns.
- Learning Support Plans are evaluated and updated termly or earlier if needed
- Many SEND children's progress is tracked and reported by using Bsquared-this helps to inform teacher's planning and enables teachers to ensure our children are always making progress.

How does Brampton Primary School support children and young people in moving between phases of education?

Sometimes children with SEND join Brampton Primary from another school. When this happens, we find out as much as we can by meeting the child's parents or carers and we speak to the SENCo from their previous school. We might ask a Learning Support Assistant to support the child to begin with. We will find them a buddy and help them get used to their new routine at Brampton.

When children move from one year group to another, information about SEND is shared between the teachers in a handover meeting which includes LSAs and a member of the SEND team. Towards the end of the year, children with SEND spend time visiting their new classroom and teachers so they can get used to changes before they happen. There is an even greater focus when the transition is from Reception to year 1 and from Key Stage one to Key Stage two.

During the summer term, just before transition from Year 6 to Year 7, members of our SEND team meet with secondary school SENCos to discuss children with Learning Support Plans, statements, Education Health Care Plans and children with pastoral concerns.

They often make transition books between old and new classrooms to take home during the summer holidays. LSAs make communication passports for SEND children. These give 'at a glance' information about a child's SEND and the strategies to help them.

How does Brampton Primary School support children and young people in moving between phases of education? (Continued)

When children with statements or Education Health Care Plans are in Year 5, we begin thinking about their secondary schools, we encourage parents or carers to visit as many as possible and often help them do so. Our learning mentors can contact schools, arrange appointments and go with parents to visit. We can support parents to ask useful questions.

The secondary SENCo is invited to the child's annual review meeting. The transition process is the same as it is for younger children. The child is encouraged to visit the new school before they leave Brampton. They can take photographs to make a transition book and are encouraged to make a new communication passport if necessary. There will be plenty of time given to asking questions and getting used to the idea of change.

How does Brampton Primary School consult parents of children with SEND and involve them in their child's education?

We believe that your child's education should be a partnership between parents and teachers so we aim to communicate with you regularly.

You are welcome to make an appointment at any time with your child's class teacher or member of the SEND team.

At Brampton Primary School, we support, consult and engage with parents of SEND children through:

- Coffee mornings
- School newsletter
- Termly reviews
- Workshop sessions (Phonics, Maths, Home Learning)
- PMLD/CNDS parent sessions
- Reviews of Learning Support Plans

How does Brampton Primary School consult with children with SEND and involve them in their education?

- We value and celebrate each child's views on all aspects of school life at Brampton Primary. This is often carried out through school council, circle time and class assemblies.
- Our All About Me passports, enable pupils to have a voice in communicating what strategies work best in supporting their learning. This also outlines their likes, dislikes and how best to engage them with their learning and activities.
- Children who have Learning Support Plans discuss their targets with their Class Teachers, High Level Teaching Assistants and LSAs.

How does Brampton Primary support improving the emotional and social development of its SEND children?

- The school gates and playground are staffed with adults in high visibility vests who greet and welcome families each morning. This ensures a smooth transition between home and school each day.
- All of our staff are trained in Safeguarding and Child Protection.
- Breakfast is available in school from 7:45 am to help children socialise, develop life skills and independence. It starts the school day off in a positive way. The cost is £1.75 per day. There are a number of activities including arts and crafts, sports and computing.
- The class teacher has responsibility for the pastoral and social care of every child in their class, therefore they should be your first point of contact. If further support is required, the class teacher liaises with, the Deputy Head teacher for Inclusion, the SENCo, a member of the SEND team or with the Child Protection and Pastoral Support Officer.

How does Brampton Primary support improving the emotional and social development of its SEND children? (continued)

- Children with eating difficulties are encouraged to eat a variety of foods. If necessary, children are supported in the dining room. Children are not rushed to eat their food.
- The school has a team of Learning Mentors who work under the direction of Mrs Lynn McCann, Child Protection and Pastoral Support Officer. Learning Mentors. They help children who need emotional support, social skills strategies and they mentor the play leaders.
- Play leaders are Year 6 children who have been given the necessary skills by Mrs Lynn McCann and the learning Mentors to help other children with their social skills during play and lunch times.

How will my child be included in activities outside the classroom including educational visits and residential experiences?

- At Brampton Primary School, we aim for all children to be included on educational visits and residential visits. We will provide the necessary adaptations, having consulted with you, to ensure that it is successful.
- A risk assessment is carried out prior to any off-site activity to ensure that nobody's health and safety is compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas, will be provided.

How accessible is Brampton Primary School?

The school is in one level so that it is easily accessible. There are a number of ramps outside classrooms and buildings.

Our facilities include;

- Two hygiene rooms equipped with hoists
- PMLD Resource base
- Three accessible toilets
- Fire evacuation chairs
- Turning circles for wheelchair users
- Wide doors in many areas of the buildings
- Fully accessible soft play room equipped with hoist
- Sensory room
- PMLD multi-purpose hall and kitchen equipped with hoist
- Mobile hoists

How does Brampton Primary School manage the administration of medicines and personal care?

- Our Health and Safety Policy outlines the administration and management of medicines on the school site.
- Parents need to contact Mrs Janice Graham or Mrs Maria Rachon Corredera (Welfare Assistants) if medication is recommended to be taken in school during the day.
- The Welfare Assistants and some trained LSAs administer medications.
- If a child requires regular medication in school, this will be managed through a Health Care Plan written in conjunction with the parents/carers, SENCo, school nurse, other health professionals and the Welfare Assistant.
- If a child requires personal hygiene care, this will be managed through an Health Care Plan/section three of the High Needs Funded report.

How does Brampton Primary School support good behaviour, avoiding exclusions and increasing attendance?

- Brampton Primary School has a positive approach towards behaviour management with a clear Behaviour Policy that is followed by all staff and children. We are an inclusive school and we make every effort to include all pupils in their learning. We also take every opportunity to include pupils socially at breaks and lunch times.
- The attendance of every child is monitored on a regularly basis. Lateness and absences are recorded and reported to the Headteacher and Governing Body.
- Good class attendance is rewarded through weekly achievement assemblies and at the end of each term.
- In the unlikely event that a child is excluded, they will attend the Re-Integration into Education Team (RIET) based in North Woolwich for an agreed period of time

How does Brampton Primary School support good behaviour, avoiding exclusions and increasing attendance? (Continued)

- We have Play Leaders who model and encourage the appropriate behaviour in and around the school.
- If a child is at risk of exclusion, the school liaises with the Behaviour Support services and where necessary a Pastoral/Behaviour Support Plan is put into place.
- After any serious behaviour incident, we will inform parents/carers of what has happened. We will expect the child to reflect upon their behaviour at home. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

How does Brampton Primary School involve outside agencies in meeting the needs of SEND children?

We work closely with many external agencies that we feel are important to individual children's needs within our school.

These agencies include:

- School nurse
- Educational psychologist
- Speech and Language Therapist
- Language Communication and Interaction Service
- Complex Needs and Dyslexia Service
- Behaviour Support Service
- Newham Child and Family Consultation Service
- Occupational Therapist
- Children and Young People's Service
- Reintegration into Education & Training
- Eleanor Smith School
- Service for the Visually Impaired

What training do Brampton Primary School staff receive?

- The SENCo holds the National Award for SEND Co-ordination
- The PMLD manager is currently working towards the National Award for SEND Co-ordination
- A member of the SEND team is a Specialist Literacy Teacher with a Graduate Certificate in Special and Inclusive Education (SpLD)
- All staff are included in whole-school INSET days at Brampton Primary School. In addition to this, if teachers, HLTAs or LSAs need to understand more about a specific type of SEND, or develop the way they work with a child, we arrange for them to attend training outside of school from agencies like the Complex Needs and Dyslexia Service or the Language Communication and Interaction Service.
- We are a Signalong school and our staff are constantly kept up to date with the Sign of the Week and topical vocabulary.
- All LSAs are trained in Team Teach (positive handling strategies).
- Specialist training that our staff have received include;
First Aid, Colourful Semantics, ASD awareness, Epi Pen, Fischer Family Trust, Down's Syndrome awareness, Literacy For All, Numicon and suctioning and enteral feeding.

Who can I contact for further information?

- First point of contact should be your child's class teacher to share your concerns.
- You can also arrange to meet with the Deputy Head teacher for Inclusion, SENCo or a member of our SEND team.
- Look at our SEND policy on our website.
- Contact Newham Parent Partnership Service for independent support and advice for families with SEND children at

747 Barking Rd, London E13 9ER
020 8470 9703

- London Borough of Newham Local Offer

<http://www.newham.gov.uk/Pages/Services/What-is-the-local-offer.aspx>

Who should I contact if I am considering whether my child should join Brampton Primary School?

Contact Pupil Services at
Special Educational Needs (SEND)
London Borough of Newham
Newham Dockside
1000 Dockside Road
London
E16 2QU

020 8430 2000



Our School Information Report for SEND children was prepared in October 2016. It will be reviewed in July 2017.

We would like to say a big thank you to parents, governors and staff for consulting with us on the writing of this report.

A copy of this School Information Report is available on request from the school reception.