



Building Personal Success

Brampton Primary School
Special Educational Needs (SEN)
Policy and Information Report 2022-
2023

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Introduction

Pupils at Brampton Primary School, regardless of their needs or backgrounds, can come together to learn, laugh, have fun and achieve. We fully support Newham council's inclusive education policy and ensure our curriculum meets the needs of all pupils. Our staff, their expertise and understanding, as well as the provisions we have in place across the school, ensure pupils with varying special educational needs and disabilities are cared for, supported and progressed throughout their time at Brampton Primary School. The knowledge, experience and skills we hold as a school community mean we are able to effectively develop pupils with a range of needs:

- cognition and learning
- communication and interaction
- physical and/or sensory
- social emotional and mental health needs
- complex learning needs
- specific learning difficulties, such as dyslexia
- physical disabilities
- English as an additional language (EAL)
- gifted and talented

In addition, Brampton Primary School has a resourced provision for pupils with profound and multiple learning difficulties (PMLD).

What kinds of SEN are provided for at Brampton Primary School?

At Brampton Primary School, we welcome and include children with SEN covering the four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

We currently progress, develop and support children with a range of needs, as detailed in the table below.

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health Difficulties	Sensory and/or Physical Needs
<ul style="list-style-type: none"> ● Speech, Language and Communication Needs ● Autistic Spectrum Disorder 	<ul style="list-style-type: none"> ● Moderate Learning Difficulties ● Severe Learning Difficulties ● Profound & Multiple Learning Difficulties ● Specific Learning Difficulties 	<ul style="list-style-type: none"> ● Challenging Behaviour ● Attention Deficit Disorder ● Attention Deficit Hyperactivity Disorder ● Attachment Disorders ● Anxiety or Depression 	<ul style="list-style-type: none"> ● Visual Impairment ● Hearing Impairment ● Multi-Sensory Impairment ● Physical Disability
Number of Children with SEN Currently Enrolled			
80	33	23	3
Total (as of October 2022) – 139			

How do we identify pupils with SEN and assess their needs?

Class teachers regularly monitor the progress of all pupils, including those who enter our school mid-year. This is primarily done through observations, formative and summative assessments, and discussions. Those pupils who are not making progress are identified, with classroom and teacher strategies implemented to provide support. Where pupils, despite the strategies that have been put in place, are continuing to find an aspect of education challenging, an *SEND Initial Concerns* form is completed. The inclusion team meet regularly to triage these concerns and communicate next-steps to parents, class teachers, leaders and professionals.

Pupils may be highlighted, based on assessments, for a range of reasons:

- Their progress is significantly slower than that of their peers from the same starting point.
- They are failing to match their own previous rate of progress.
- They are two years or more behind their peers.

Pupils are also identified as having a SEN through other means:

- Admissions forms
- Reports, meetings and discussions with a child's previous school or nursery
- Information or reports from other professionals
- Concerns being raised by parents/carers

Depending on the SEN identified, we employ buy-in professionals, such as speech and language therapists and specialist teachers, to accurately assess the child's needs. We also seek advice and support from children's GPs, and local authority bodies, for example, Child Development Service (CDS); Child and Adolescent Mental Health Service (CAMHS); Complex Needs and Dyslexia Service (CNDS) and Language, Communication and Interaction Service (LCIS).

Who are the key people responsible for SEN at Brampton Primary School?

You can contact any member of the inclusion team by calling 0208 472 0830 or by emailing inclusion@brampton.newham.sch.uk.

Rosy Smith	Link Governor for SEND
Paven Kettory	Headteacher
Alex Wedgbury	Assistant Headteacher for Inclusion
Olusola Awelenje	SENCo/PMLD Specialist Teacher
Shahida Messaoudi	SEN Specialist Teacher
Rose-Rebecca Nketia	SEN Specialist Teacher (ASD)
Amina Khanom	SEND Administrative Assistant

What happens if a child is identified as having SEN?

Once we have identified that a child has SEN, we work closely with the child, their parents, staff who support them and professionals, to organise the appropriate provisions. We adopt the *assess, plan, do and review* model set out in the *Special educational needs and disability code of practice: 0 to 25 years*:

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#). This approach ensures that strategies employed are targeted, appropriate and carefully monitored.

The process, depending on the SEN, normally involves the following:

- A *learning support plan* (LSP) is created, which highlights the specific needs of the child, their strengths, weaknesses and targets.
- The LSP is shared with all the relevant stakeholders, such as the child themselves, their parents and the staff who support them.
- The strategies set out in the LSP are implemented in class.
- Progress against the child's targets is monitored carefully through in-class assessments, observations and discussions.
- Termly reviews are completed, so that all stakeholders are able to contribute to evaluations.
- LSPs are reviewed, with new targets set where appropriate.

Depending on the SEN, this process will repeat throughout a child's time at Brampton Primary School.

How is support organised for pupils with SEN?

Class teachers and the inclusion team work in conjunction to arrange, organise and deliver support for pupils with SEN. Brampton Primary School uses *Provision Map* by EduKey to coordinate support for pupils with SEN, ensuring that all stakeholders are involved in helping a child to progress. Support is divided into two key areas: LSPs and provisions.

What are LSPs?

Learning support plans (LSPs) are designed for children with SEN. Children are set targets, based on their needs, which enable them to make incremental progress. Targets are SMART (specific, measurable, achievable, relevant and timed) and based around the four key areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

Following the initial assessments, class teachers, with advice from specialists and members of the inclusion team, will write the LSP. Key information is recorded, based around five headings:

- Area of Need – what area does the child need support in?
- Target – what do we want the child to achieve?
- Success Criteria – how will we know whether the child has achieved the targets?
- Strategies and Provisions – what will we do to support the child in achieving the target?
- Key Staff – who will help the child to achieve the target?

Once LSPs have been finalised they are shared with parents, who are given access to the *Provision Map* software.

What type of provisions are in place at Brampton Primary School?

We employ a range of strategies and provisions at Brampton Primary School, based around the child's type and level of need. Examples of the provisions currently in place are listed below:

- Specialist interventions, such as speech and language therapy and attention groups
- Targeted interventions, such as Box Clever and maths interventions
- Specialist technologies
- Resonance boards
- Personalised timetables
- Core vocabulary boards
- Adult support
- Small group work
- Classroom adaptations, such as seating plans and objects of reference
- Learning supports, such as prompt cards and talk partners
- Visual aids
- PODD communication books
- Signalong

What is our approach to teaching pupils with SEN?

We aim to remove barriers to learning, put in place effective SEN provisions and ensure pupils are able to learn, laugh, have fun and achieve. In order to fulfil this ambition, we have adopted the *assess, plan, do and review* graduated approach as advised in the *Special educational needs and disability code of practice: 0 to 25 years*. The cycle is followed carefully, so that our understanding of the pupil develops concurrently with them. Decisions and actions are evaluated, in conjunction with the child's parents, and where possible, the child themselves, enabling us

to refine strategies and secure good outcomes. We are constantly looking at ways to include more specialist expertise, detailed approaches and frequent reviews.

How do we evaluate the effectiveness of our SEN provisions?

Our SEN provisions are monitored, reviewed and evaluated in a number of ways:

- Termly reviews of LSPs
- Annual reviews
- Pupil progress meetings
- Specialist assessment tools, such as B Squared
- Termly curriculum assessments
- Regular discussions with parents
- *Provision Map* software
- Monitoring of maths, literacy and language interventions

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

Part of the school's budget is set aside to support children with SEN. This pays for a range of services, some of which are provided by the local authority:

- Speech and Language Therapy
- Educational Psychology Service
- Specialist maths, English and language interventions
- Specialist teaching staff

What does the top up funding allocated to pupils with SEN pay for?

- Specialist equipment and resources
- Specialist interventions
- Adult support

How do we support pupils moving between phases and prepare them for adulthood?

We support pupils in a number of ways, when they are moving between phases:

- Handover meetings from previous school or to new school
- Transition plans and booklets
- Class transition support
- Discussions with parents and pupils

When children with significant needs are in Year 5, we start to think about their secondary schools. We encourage parents or carers to visit different schools to make informed choices. The inclusion team contacts schools and arranges appointments for parents to go and visit. A representative from the local authority attends annual review meetings for Year 5 pupils to inform them about secondary school choices.

When a child is in Year 6, 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 setting at different times in the summer term before they leave Brampton Primary School. We put together a transition book to prepare the next phase of their education.

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

At Brampton Primary School, we support, consult and engage with parents of children with SEN through a variety of mediums:

- Coffee mornings
- School newsletters
- Termly reviews
- Workshop sessions (ICT training, phonics, maths, mental health, etc.)
- Reviews of LSPs
- Parents' evenings
- Annual reviews
- End of year reports to parents
- Meeting with advisory teachers and therapists
- Parents and carers have access to teachers, the inclusion and senior leadership teams before and after school
- Children have opportunities to air their opinions through the school council and class assemblies
- Parents contribute to the information in the *All About Me* passports
- Personal education plan meetings for looked after children
- Learning mentor involvement

How do we support the improvement of children's emotional and social development?

The class teacher has responsibility for the pastoral and social care of every child in their class. If further support is required, the class teacher will liaise with the assistant headteacher for inclusion and behaviour, the SENCo, a member of the inclusion team or with the child protection and pastoral support officer. We also have learning mentors, who work directly with pupils who require additional help.

Pupils who have been identified as having social, emotional or mental health needs will be assessed using the Boxall Profile Online. This tool enables us to identify specific areas of need.

We employ a range of strategies to support pupils' emotional and social development:

- Learning mentors
- Education mental health practitioner class and individual sessions
- Personal social and health education lessons
- Anti-bullying policy and themed weeks
- Behaviour policy and procedures
- Play leaders
- Breakfast club and after-school care

- After school clubs
- Buddy system in classrooms (informal)
- Reward systems
- Early Help where needed
- Lunchtime support for vulnerable children

How do we ensure participation of pupils with SEND in every aspect of school life?

We ensure participation in a number of ways:

- Use of accessible transport
- Individual risk assessments
- Trained first aider on each educational visit
- Extra adult support for identified pupils
- Differentiated activities/sessions
- Tailored trips to meet specific needs, such as shopping trips and horse riding
- PE sessions incorporating physiotherapy programmes as appropriate.
- *School Accessibility Plan*

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

Our *Health and Safety Policy 2021* and *Intimate Care Policy 2021* outline the administration and management of medicines on the school site.

Parents should contact Mrs Janice Graham or Mrs Maria Rachon Corredera (Welfare Assistants) in the First Aid Room if medication is recommended to be taken in school during the day.

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.

How accessible is Brampton Primary School?

Please see our *Accessibility Plan*: [Accessibility-Plan.pdf \(brampton.newham.sch.uk\)](https://www.brampton.newham.sch.uk/Accessibility-Plan.pdf).

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

Please see our *Behaviour for Learning Policy 2022*: [Microsoft Word - Behaviour for Learning Policy 2022 \(brampton.newham.sch.uk\)](https://www.brampton.newham.sch.uk/Microsoft%20Word%20-%20Behaviour%20for%20Learning%20Policy%202022.pdf)

Please also see our *Exclusions Policy*: [Microsoft Word - Exclusions Policy \(brampton.newham.sch.uk\)](https://www.brampton.newham.sch.uk/Microsoft%20Word%20-%20Exclusions%20Policy.pdf)

What specialist services does Brampton Primary School access to meet the needs of pupils with SEN?

We work closely with many external agencies that we feel are important to the children's needs within our school. These are either part of local authority (LA) or National Health Service (NHS) bodies:

- School Nursing Team (NHS)
- Community Children's Nursing Team
- Educational psychologist (LA)
- Speech and Language Therapist (NHS)
- Language Communication and Interaction Service (LA)
- Complex Needs and Dyslexia Service (LA)
- Behaviour Support Service (LA)
- Newham Child and Family Consultation Service (NHS)
- Occupational Therapist (NHS)
- Children and Young People's Service (LA)
- Reintegration into Education & Training (LA)
- EKO Pathways School (LA)
- Sensory Service (LA)
- Child Development Service (NHS)
- Mental Health Support Team (NHS)

What training do staff members receive?

The SENCo/PMLD teacher holds an MA in special and inclusive education and the National Award for SEND Co-ordination.

All staff are included in whole-school INSET days at Brampton Primary School.

If teachers, HLTAs or LSAs need to understand more about a specific type of SEN, or develop the way they work with a child, we arrange for them to attend training outside of school from agencies, such as the Complex Needs and Dyslexia Service or the Language Communication and Interaction Service.

Current staff have been trained in a number of different approaches and interventions, such as *Numicon*, *Better Reading Partnership* and *Sucess@Arithmetic*.

Our staff have also received specialist training in a variety of areas:

- *First Aid*
- *Colourful Semantics*
- *ASD awareness*
- *Epi Pen*
- *1st Class @number*
- *Rebound Therapy*
- *Staff Safeguarding awareness*
- *PODD training*
- *Down's Syndrome Awareness*
- *Literacy for All*
- *Gastronomy*

- *Enteral Feeding*
- *Maintaining of equipment for children with hearing aids*
- *MAPP assessment*
- *Attention Autism*
- *Social Skills*

We are a Signalong school and our staff are trained in communicating through signing. New staff are given induction training.

Key staff are trained in Team Teach (positive handling strategies).

Who can I contact for further information?

The first point of contact should be your child's class teacher or a specialist teacher to share your concerns.

You can also arrange to meet with the assistant headteacher for inclusion, SENCo or a member of our inclusion team. You can do this by emailing inclusion@brampton.newham.sch.uk or calling 0208 472 0830.

You can contact Newham Parent Partnership Service for independent support and advice for families with children with SEN. You can call 020 8470 9703. The address is 747 Barking Rd, London E13 9ER.

London Borough of Newham Local Offer <http://www.newham.gov.uk/Pages/Services/What-is-the-local-offer.aspx>

What should I do if I want to complain about the SEN provision my child is receiving?

All formal complaints regarding SEN should follow the school's *Complaints Procedure* which is available on the school website in the policy section: [Brampton-Complaints-Procedure-and-Stages.pdf](#). Alternatively, if you have a general query about SEND please speak to Mr Wedgbury or Mrs Awelenje by emailing inclusion@brampton.newham.sch.uk or calling 0208 472 0830.

This report will be reviewed in January 2023.

This report was ratified by the Governing Body.

A copy of this report is available on request from the school reception.