

Brook House Junior SEND Report 2020-2021

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A brief overview of our educational provision

Brook House Junior in this academic year is converting to academy status. The school caters for children from 7-11 years. There are 349 children on role. The average class size is 29.

It is a three form entry school with a range of teaching assistants supporting in every year group. The school curriculum is based on the new national curriculum subjects.

We will soon have academy status and are part of Steel City Schools Trust alongside Fox Hill, Greenhill, Mansell, Montenev, Windmill Hill, and Woodseats Primary schools.

For new starters, visits to the school can be arranged by contacting the school office.

Please also see the latest SEND Policy on the website for more information.

Our current Ofsted rating:

Our Ofsted rating is GOOD. (November 2019)

Our current provision for children with SEND:

We have, and will endeavour to support children with the following additional needs:

Speech, language and communication difficulties
Social and communication difficulties including Autism.
Dyslexia and dyslexic traits.
Moderate learning difficulties.
ADHD/ADD.
Medical needs which do not require a specialist setting.
Hearing and visual impairment.
Mental health difficulties.
Social, Emotion and Mental health diagnoses.
Physical disabilities which do not require a specialist setting.

Identifying learners with SEND:

In our school we track our pupils' progress very carefully. We hold half-termly Pupil Progress meetings with each class teacher to look at the progress children are making. If a child is making less than expected or less than usual progress, or is noticeably below age-related expectations we will put extra support in place. If this does not have the impact we require, then a child is (in liaison with parents) placed on the Special Needs Register, with a specific SEND Support Plan (SSP) or Speech and Language

intervention.

If, after intervention and continued close monitoring a child is not responding, then we will, again, in liaison with parents, seek advice from outside specialists such as:

Speech and Language therapists, the Autism Service, Educational Psychologists and the Learning Support Service. We use their expertise and advice to ensure that we are correctly identifying those students with SEND. We also work closely with GPs, the Child and Adolescent Mental Health Service (CAMHs) and Ryegate Children's Centre.

We use the Sheffield Support Grid to identify the level of need and how we can best support a child in school.

If a child is a level 3 or above on the Sheffield Support Grid, we may use this information, along with the information from the outside agencies, to create a document called a 'My Plan' for a child, which has greater depth of information than an SSP, and is reviewed termly to ensure we support the child as closely as possible.

Physical accessibility:

Brook House is a one storey school but there are a set of steps in the middle of the building which are needed as the level drops to the next part of the building. Also a classroom at the end of the building also needs steps in order to access the room internally. The entire building is only accessible to children with mobility difficulties if they use certain external entrances due to the steps. Entrances into school are either level with the ground outside, or have steps or a ramp.

There are no specific adaptations that have been put in place to support children with auditory or visual impairments, but all rooms have blinds to ensure the whiteboard can be better seen in bright light. We also liaise closely with the VI & HI teams when we have children with significant hearing or sight difficulties to ensure we are inclusive.

All classrooms and learning environments use visual timetables and these are used on a daily basis.

Within school there is an accessible toilet which is in the lower part of school after the steps.

The playground is secure and is fully surrounded by a fence. The main entrance to the school building can only be opened by staff using a security code and the doors released with an appropriate height button. Access onto the main drive and school gates can be currently found through the hall fire door. The school gates (awaiting electrical gates to be installed) are currently unlocked for deliveries.

There are no specific quiet spaces available for learners to access if children cannot cope with noisier environments, although children do access support in the sensory room known as the Chill Hut.

How we adapt the curriculum for learners with SEND:

The curriculum provided at the school is differentiated for all learners including those with SEND. Our ethos (and in line with the SEND Code of Practice) is that ALL teachers are teachers of pupils with SEND. All children should be planned for and supported to their level of need. All lessons are differentiated and children's individual needs are taken into account when planning individual lessons. All children identified as having SEND have an identified plan with a clear set of targets which are reviewed termly (and more frequently in some cases).

Children with identified SEND have the same access to activities within school as all other children. Teaching assistant support is provided in all year groups to enable all children to access the curriculum.

Pastoral support staff support identified children through holding self-esteem groups or working with individuals on social skills/friendship groups etc.

Other interventions and programmes used to support children include:

Project X – reading intervention

ARROW- reading intervention (computer)

Phonics-Read Write inc

VIP – a speech and language intervention to develop vocabulary.

Handwriting /Motor skills – to develop children's fine and gross motor skills.

Booster groups to support identified children, as well as pre-teach and post-teach

Sessions-Maths Catch Up

First Class at number (Y3)

Success at Arithmetic (Y3-Y6)

Lego therapy

Mighty Minds-SEMH

The half termly Pupil Progress meetings inform interventions, and the effectiveness of interventions that have been running are also evaluated.

Staff training to support learners with SEND:

Quality-first teaching is the first wave of intervention which is a whole school priority. Different members of staff are trained in a variety of interventions, approaches and strategies such as:

Fischer Family Trust,
Dyslexia,
Numicon,
LEAP,
NIP,
VIP,
Project X,
Motor skills,
LEGOTherapy
Precision Teaching

The Senco has completed the National SENCO award and the certificate in competence in educational testing award.

All staff have basic first aid training however, in general, staff are not specifically trained in administering medication, feeding or personal care of children. Some staff have been trained in epipen use, diabetes and epilepsy. Several teachers and Teaching assistants have completed the Mental Health Awareness course Level 2 during the summer 2020.

How we communicate with and involve families:

The school regularly communicates with families by phone calls, review meetings, parent evenings and text messages. Some children have a specific home/school communication book.

Parents are involved in the review process and setting new targets for children with SEND. They are invited to share responsibility and ownership for the targets with school and are given strategies to help their child fulfil their targets.

Currently we do not offer any specific training to parents regarding SEND or have a specific SEND parents group. Through MAST support, parents can be signposted to parenting courses for parents who have children with special needs.

We use translators to help communicate with parents whose first language may not be English and translate written material wherever possible.

How we evaluate the effectiveness of provision for learners with SEND:

The school regularly evaluates its effectiveness for all children including those with identified SEND. The school has completed a disabilities access audit. When a new

child applies to start school; they will complete the usual admissions process. If they are identified to have any SEND, we will speak to their previous setting to gather information and an understanding of what provision had been in place for the child. We would also speak to the family and any other professionals involved, to gain a well-rounded understanding of the provision required to support the individual child.

Regular observations of lessons are carried out as well as planning scrutinies, book scrutinies and learning walks to evaluate the provision within school.

We have half termly Pupil Progress Reviews where each year group discusses the progress of all children with leadership and identifies specific actions for vulnerable groups including children identified as having SEND.

The school also carries out regular monitoring visits to ensure that the provision is effective for all children.

Children on the SEND register have SSPs (unless they are accessing a speech and language intervention such as LEAP or VIP), and children's progress towards their targets is reviewed at least termly, and new targets set. Children with a My Plan (those with a greater level of need), have these reviewed on a termly basis, as part of the 'Assess, Plan, Do, Review' process.

Support for the learners' overall wellbeing:

All year groups have regular PSHE (Personal, Social and Health Education) lessons where they are taught about the social and emotional aspects of learning. This also covers inclusion and recognising strengths and differences in others. Any incidences of bullying towards any child is taken serious and dealt with in line with the school behaviour policy.

The pastoral team identify children who may need more support with their social and emotional wellbeing and are able to put interventions in place to support these children. Children are also supported by the Pastoral team and Teaching Assistants at break and lunchtime.

We meet each half term to look at vulnerable pupils and their needs. A vulnerability matrix document completed by all staff looks for issues of wellbeing and drives the focus of support through MAST (Multi Agency Support Team) and other outside agencies.

Behavioural interventions used:

The pastoral team within school support children with behaviour issues and provide structured interventions for those children who may need it.

We have a very structured behaviour system within school which involves logical consequences given for inappropriate actions as well as rewards issued for correct behaviour. A positive approach to behaviour is used throughout school. Many staff have had Team Teach training, either the full training or one day 'positive behaviour training.

We are very proactive around attendance, with rewards (weekly, half termly, yearly) for children and their families. As a trust we have employed an attendance officer.

Children with extreme behaviour may have a Positive Handling Plan drawn up for them. If a child continues to struggle with their behaviour choices, they may have a behaviour report to monitor their behaviour choices carefully, with either the class teacher or other assigned member of staff.

Extracurricular activities for children with SEND:

Within the school, learners with identified SEND are able to access the same activities as other children as much as their needs allow them to. Parents and carers of vulnerable children are involved in the planning of all visits and trips to ensure that their children can access them to the best of their ability. We may also use support staff to allow children with SEND to participate in activities. Breakfast club, lunchtime and after school clubs (for children and for families) and holiday activities are all available.

Consulting with and involving learners in their education:

The school council allows children to share their views and is representative of all members of our school community. We also have regular opportunities for pupil voice activities where children can share their views about different aspects of school life with the leadership of the school. Wherever appropriate, children on the SEND register have a voice when developing their SSP targets. They also have a voice in their review meetings. Children with a greater level of need will have a My Plan, which includes a much greater input from the child, family, and other professionals involved, and is reviewed on a termly basis.

Transition for pupils with SEND:

Within the school setting we organise transition events for all children. Children with identified SEND may be given extra opportunities for additional transition visits either to their new year group or new school. Depending on their level of need, children with SEND coming from other settings may have initial visits, there may be meetings between those involved (e.g. our school, the child, their parents, staff from the child's current setting), and possibly visits to the child in their current setting. Vulnerable children may also be provided with a photo document to help them with their transition. Class groupings are usually mixed up on the basis of staff observation and judgement. When organising these groupings, the views of parents and children are taken into account. Transition to secondary school is a careful exercise. Transition visits take place, with the opportunity for vulnerable children to have multiple visits. Discussions between children's current and future teachers take place, and between parents, SENDCOs and pastoral teams from both settings.

Complaints

If a parent feels they have the need to complain, they are encouraged to discuss their concerns with the Head Teacher at the earliest opportunity. The school aims to resolve all complaints at this informal stage however the process for dealing with formal complaints is outlined in the 'Complaints' Policy.