



Bradway Primary School Information Report 2019

Introduction

The SEN information report is to inform parents and young people about how Bradway School implements its policies towards SEND. It will be updated at least once, annually.

The SENCO at Bradway Primary School is Annabel Wales. The SENCO can be contacted via the main school telephone number, or by email; awales@bradway.sheffield.sch.uk

Bradway is a mainstream school with currently 416 pupils. Our school motto, "Learning Through Enjoyment," highlights the importance we place on striving to provide a stimulating, relevant and engaging curriculum for all our pupils. Bradway School has a happy, caring environment, in which all pupils are known and valued.

[How does the school know if pupils need extra help with learning?](#)

All mainstream schools are expected to provide SEND (Special Educational Needs and Disability) support for a wide range of pupils, including those with the following needs:

Communication and interaction; including speech and language and ASD (autism)

Cognition and learning; including moderate to severe learning difficulties, dyslexia, dyspraxia and dyscalculia

Social, mental and emotional health; including ADD, ADHD and anxiety disorder

Sensory or physical; physical disability, hearing and visual impairment

A school's provision for SEND, is defined as support which is additional to or different from, that which is available to all pupils.

At Bradway School we recognise that children make progress at different rates and not always in a steady linear pattern. A pupil may be identified as having SEND by:-

- liaison with nursery/preschool or previous school
- pupils performing significantly below expected levels
- concerns raised by teacher/parents/carer

If a pupil is identified as having SEND, their name will be placed on the SEN record at 'SEN Support' after consultation with parents. We recognise that pupils' needs may change over time and provision must reflect this. The aim of any additional provision, is for the child to achieve age related expectations (ARE), so once they reach this threshold, they may be removed from the schools SEND record. If they fall below ARE at any point, then they may be added to the register again.



[What should I do if I think my child has Special Educational Needs?](#)

Your first point of contact at school should always be your child’s class teacher, who will be able to discuss your concerns and if appropriate arrange a meeting with the SENCO. The SENCO will discuss these concerns with you and may offer links to a range of appropriate supportive outside agencies.

[How will the school support my child?](#)

There are many barriers to learning that all pupils may face at some point during their time at school. All teachers are expected to consider the individual learning needs of every pupil, and make changes to ensure they achieve.

All children should have access to a ‘broad and balanced curriculum’, unless specified otherwise in an Education Health and Care Plan.

At Bradway School every effort is made to achieve maximum integration of pupils with Special Educational Needs.

The special needs of most children will be addressed through differentiation and personalisation within the classroom.

All staff have access to professional training on identified needs and are encouraged to attend further training where necessary.

Training undertaken by staff members includes:

| Type of training | Type of training | Type of training |
|---|--|---|
| Raising awareness of autism Tier 1 | Shape coding | First Aid |
| Dyslexia assessment training | Emotional Health and well being & child mental health training | Safeguarding Working with bereaved children |
| VIP & NIP – Speech and language interventions | Stammering | Working with children with autism |
| Working memory | Communication in print – Rebus | Working with children with dyslexia |
| Makaton | Acceleread/ accelewrite training | Cued articulation and speech sound difficulties |
| Numicon | Lexia | Clicker & training |
| Writing social communication stories | Maths Whizz | Working with children with specific language impairment and DLD |
| Autism training with Luke Beardon | Working with children with short term memory | Playpod training |
| Nurture group training | Managing conflict & confrontations | One page profiles |
| Writing social communication stories | Epi pen training | Sensory circuits training |



| | | |
|-----------------------|-------------------------|-----------------------------|
| Lego therapy training | Metacognition | Rainbow readers |
| Boxhall profiles | Alphabet Arc | ESCAL training |
| Attachment issues | Positive Learning Plans | Supporting pupils with ADHD |

Teachers differentiate, through teaching styles and reasonable adjustments of policy, procedure and learning environment. Where necessary, specialist equipment, computer software and applications will be used so that all children make progress.

The progress of all pupils is tracked and monitored and progress of SEN learners is compared to the progress of their peers. Termly pupil progress meetings as well as termly SEN review meetings allows us to monitor these pupils carefully. Appropriate interventions can then be put in place, at the appropriate time.

In class, support may be allocated either on a one-to-one or small group basis. Children with Education Health and Care Plans, may receive support within the classroom from a learning support assistant, working under the guidance of the teacher.

Where necessary, ‘reasonable adjustments’ may be made to the school’s policies and procedures or physical environment, so that they do not act as barriers to learning or inclusion, in line with the 2010 Equality Act.

Classrooms are dyslexia and ASD friendly and all children have access to a visual timetable throughout the day. Should school require advice and support for a particular specialism need, strong working relationships are held with outside agencies such as Ryegate Children’s Centre, Learning Support, the Educational Advice Service, the Autism Team, Early Years Team, CAMHs , Multi Agency Support Team, Educational Psychology Team and the speech and language team (SALT).

Other support available includes:

- one-to-one/group support in Literacy/Numeracy/Social skills / zones of regulation either within class or outside
- after school tuition
- sessions delivered by outside agencies
- Theraplay sessions
- mentoring support
- Lego therapy
- Sensory circuits
- Lunchtime clubs for vulnerable pupils
- Dog therapy
- Bereavement sessions
- ASD parental support group
- MAST discussion groups around sleep routines, handling difficult situations and positive parenting



Children also have access to a range of resources, including:

- books, materials and learning activities to suit pupils of differing abilities
- information technology facilities including IPADS and laptop computers with specific software e.g. Clicker 7
- work station
- Ear defenders, stability cushions, pencil grippers, over lays, fiddle toys.....
- Nurture room / sensory room
- Bus pass

[How will I know how my child is doing? What opportunities will there be for me to discuss my child's progress?](#)

- We offer an open door policy, parents are welcome at any time to make an appointment to meet with the class teacher.
- Parents can contact the SENCO directly by email and class teachers through the school office.
- Every year group has two parents' evenings each year.
- Pupils at SEN Support, with their parents/carers, are invited to 3 review meetings annually. Progress is reviewed, targets are set and pupils are invited and encouraged to attend where appropriate and beneficial.
- At the end of the school year, all pupils receive a school report, reporting on progress.

If your child has an Educational, Health and Care Plan then there are legal requirements for at least one full meeting each year (the annual review) organised by the SENCO and attended by parents, teachers and outside agencies involved in the pupil's education.

[How does the school know how well my child is doing?](#)

Teachers, as part of their professional standards, monitor and review all pupils' progress throughout the year. The whole school system at Bradway includes:

Data collection each term, from all teachers, showing the current level of attainment of all pupils they teach. This means that teachers, SENCO and Senior Leadership Team can track the progress of all pupils across the school year, during pupil progress meetings. Those pupils experiencing difficulties or not making expected levels of progress will be discussed and if necessary interventions may be put in place.

In the case of intervention programmes, progress is reviewed every six weeks and will include, testing, screening and or evaluation.



In- class support is reviewed at pupil progress meetings. Teachers, teaching assistants and support assistants, work together to assess, plan, do and review and then set new targets.

When appropriate, we involve our Learning Support Consultant to assess pupils and administer relevant standardised tests. These tests give teachers and support staff another set of baseline data to work from.

The school's positive behaviour management system (including our team point reward) provides parents with information about how well a pupil is engaging with the learning opportunities.

[What support will there be for my child's overall well-being? What is the pastoral, medical and social support available in the school?](#)

The school uses a positive behaviour management system with the opportunity to be rewarded with team points/Dojos.

Classes also may have their own whole class reward system, such as collecting 'dragon's tears'.

Every lunch time, we have a supervised club, which provides a safe environment , where pupils complete games and socialise in a quieter environment.

Teachers timetable PSHE sessions, L4L (learning for life) and P4C sessions for the whole class.

1-1 or small group social skills sessions are provided with a trained teaching assistant.

During the lunch break pupils have access to playground buddies and dinner supervisors. We also have a lunch time club, run by a teaching assistant, for our vulnerable pupils.

If a pupil is unwell during the school day they will be sent to the school office. If a child is too ill to stay at school, a parent/carer will be contacted and asked to make arrangements to collect them, as soon as possible.

All relevant staff are trained on administering Epi-Pens. All staff throughout the school are made aware of pupils who have severe allergies or other significant health/medical needs arising.

There are opportunities for pupils to be members of the school council and of a well-being council. Here pupils are encouraged to express their views and suggest ways we can continue to improve. Our wellbeing group are encouraged to deliver assemblies and to develop tolerance, empathy and a greater understanding of our differences. We are looking forward to being part of the Healthy Minds project in September 2019.



[How does the school manage the administration of medicines?](#)

Medicines for pupils are managed by the school office. If a child requires medicine during the school day, the following procedures must be followed:

- All medicines must be given in person to the school office by a parent/carer.
- The pupil's name and date of birth are recorded alongside the date, time, name of medicine, and dosage.
- Depending on how the medicine needs to be stored, it will be kept in a locked cupboard or a fridge.
- To take the medicine, the pupil must go to school office, where the dose will be administered.
- Each time the medicine is administered, the time, date and dosage is recorded.

Please refer to our medical policy for further information.

[What support is there for behaviour, avoiding exclusion and increasing attendance?](#)

The school uses a positive behaviour management system.

There are consequences for poor behaviour, which are outlined in the School Behaviour Policy. Pupils may receive sanctions such as a lunchtime detention, completing unfinished work or very rarely fixed term exclusions. School is very keen to involve parents throughout the process to ensure a joined up approach. We have CPOMs and all concerns and incidents are logged on here, which is an excellent way of monitoring pupil's behaviour and well-being and recognising and identifying issues as they arise.

However, if a pupil is falling significantly behind their peers and their behaviour is affecting their learning, or the learning of others, then additional support may be provided.

- Pupils may be referred to the MAST team and a Family CAF maybe completed.
- Advice and support may be provided by an outside agency such as, 'What If'.
- Support may be available from a teaching/support assistant.
- Advice may be sought from the Educational Psychologist.
- Pupils may be referred to the PIP (Primary Inclusion Panel) for further advice and support.
- Pupils may be referred to CILS – Commission Inclusion and learning service for support.



Our school attendance policy can be found on our website. School carefully monitors the attendance of all pupils including their punctuality. Where pupils' attendance drops below 90% letters are sent home and contact is made by school to see what support can be offered. School attendance panels (SAP) are arranged when attendance and or punctuality does not improve.

[How will my child be able to contribute their views?](#)

- The school has an active pupil council.
- The school has a well-being council.
- If your child has an EHC Plan or is at SEN Support, they will be invited to their termly review meeting. Their views and targets will be discussed.
- The SENCO is available to provide advice and guidance, or to listen to any concerns that a parent or young person may have.
- Questionnaires are given to all pupils to ascertain their views. This includes OVM surveys.
- Pupils are encouraged to talk to their class teacher or come and find Mrs Wales to talk through any worries or concerns they may have and each classroom has a worry box if they would prefer to write down their concerns.

[What specialist services and expertise are available or accessed by the school?](#)

The SENCO liaises with many specialist services and outside experts, to ensure provision for our pupils and to meet their needs. The school works closely with many external agencies that are relevant to individual pupil's needs including:

Autism Team

Educational Psychology Service

LSCB (child protection and guidance services)

MAST (multi agency support team)

Learning Support

Speech Therapy

Physiotherapy

Occupational Therapy

Special Educational Needs Team, Local Authority

Police

Hearing and Visual Impairment Services

CAMHS

Social services

School nurse

Community Youth Teams

Parent Partnership.

'What If', a Behaviour Support Consultancy



[How will my child be included in activities outside the classroom, including school trips?](#)

All pupils are entitled to take part in all parts of the school curriculum and we aim for all children to be included on school visits and residential. We do our very best to provide the necessary support to ensure that this is successful and work closely with parents, pupils and relevant staff .

A risk assessment is carried out prior to any off site activity, to ensure everyone's health and safety, will not be compromised. If possible, the support assistant supporting a particular SEND pupil, will attend the visit.

[How accessible is the school environment?](#)

The school building is single storey, with access to 2 tarmac playgrounds and a grass playing field. Most areas of the school can be reached via permanent ramps. The building is accessible for wheelchair users, or those with impaired mobility. The school has one toilet adapted for users with impaired mobility.

[How will the school prepare and support my child when joining the school, or transferring to a new school, or moving to a new class?](#)

Our goal is to make sure that our new pupils feel like they belong at our school, before they formally start. Learning is most effective, when pupils feel they belong, and are comfortable in the school environment. The following is arranged:

- careful transition from nursery/preschool
- additional visits to school pre-start (FS)
- foundation Staff, plus the SENCO, attend transition reviews at Early Years placements, to ensure information sharing takes place and pupils and parents are familiar with teachers and the SENCo.
- transition books are used throughout school, to support children with their move to their next class – these are then taken home over the summer to refer to.
- Transition days occur so that pupils can familiarise themselves with their new class and class teacher and become familiar with their new environment and routines.
- Welcome packs are sent home to all parents outlining key information for the year group.
- A parental welcome meeting is organised within the first two weeks of a new school year.
- teachers are provided with information about pupils' needs, strengths and background through transition meetings with the previous class teacher and SENDCO when appropriate
- attendance at annual review meetings for pupils with an ECH Plan



- for year six leavers, there is an enhanced programme of transition, including extra visits to the secondary school
- the SENCO from the secondary school, is invited to the summer Y6 review meetings, to meet vulnerable children and their families
- visits to Bradway from Y7 secondary staff, to gather information, to enable them to better meet the needs of the pupil
- contact is always made with the new school, to ensure the transfer of information and to forward on the child's school file. CPOMS allows us to ensure all information is transferred electronically to the child's next school.
- Additional transition sessions are arranged for pupils who require it.

[How are the school's resources allocated and matched to children's needs?](#)

We ensure that all pupils with SEND, have their needs met, to the best of the school's ability, within the funds available.

The budget is allocated on a needs basis. The pupils who have the most complex needs, are given the most support.

[How is the decision made, about what type, and how much support, my child will receive?](#)

Our provision is arranged to meet our pupils' needs, within the resources available. This approach reflects the fact, that different children, require different levels of support, in order to achieve age expected attainment.

The SENCO consults with teachers, parents and SLT, as well as with support staff, to discuss the pupil's needs and what support would be most appropriate.

There are always on-going discussions with parents, for any pupil, who requires additional support, for learning or physical needs.

[How do we know if it has an impact?](#)

- we see evidence that the child is making progress academically against national/ age related expectations and that the gap is narrowing – they are catching up with their peers or expected age levels
- the pupil is achieving or exceeding their expected levels of progress
- verbal feedback from the teacher, parent and pupil
- formal or informal observations of the child at school
- pupils may move off the SEND record, when they have caught up, or made sufficient progress.
- Clear assess, plan, do review cycles allow us to effectively monitor how successful interventions have been.



What should I do if I have a concern about the school's SEND provision?

- a parent's first point of contact should be the child's class teacher to share concerns
- parents can request a meeting with the SENCO or Headteacher, depending upon the seriousness of the concern
- Parents can also contact the nominated SEN governor (Mrs Lucy Shaw) via the school. Mrs Shaw meets regularly with the SENCO to ensure SEN support is effective and appropriate.

Who can I contact for further information?

- Sheffield Parent Carer Forum (independent free advice for parents of children with SEND) :
www.sheffieldparentcarerforum.org.uk
- IPSEA (Independent Parental Special Education Advice)
www.ipsea.org.uk
- Sheffield SENDIAS (Formerly Parent Partnership):
disabilityinformationservices@sheffield.gov.uk
- SEN Assessment and Placement Team
ed-parent.partnership@sheffield.gov.uk

What is the local Offer?

Since September 2014, every local authority has been required to publish information about the services they expect to be available for children and young people with SEND from 0–25 years. This is known as the local offer. This website has all the information about education, health and care services, leisure activities and support groups in one place. This makes it easier for families to access and use a vast range of information and resources.

Sheffield's local offer, including the school's contribution, can be found on the Sheffield City Council Website under www.sheffielddirectory.org.uk Local Offer