



Bracken Lane
Primary Academy

SEND Information Report
September 2021

Bracken Lane Primary Academy is a mainstream primary school with an inclusive ethos. We value all members of our school community and their contribution to school.

We aspire to provide a good learning environment for all our pupils irrespective of their individual needs. These may include:

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

The LA Local Offer

Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs. This is the 'Local offer'. It is the intention of the Local Offer to improve choice and transparency for families. It is a resource for parents to understand the range of services and provision in the local area.

Information about the Local Authority's Local offer can be found at

www.nottinghamshire.sendlocaloffer.org.uk

and on our website

www.brackenlaneprimary-ac.org.uk

How does the school know if a child needs extra help?

Children are identified as having SEND through a variety of ways, which may include some of the following:

- Information provided by previous school or setting
- Liaison with assigned outside agencies
- Teacher, parent or young person raising concerns
- Child working below 'age related' expected levels within the curriculum
- Issues relating to self-esteem, anxiety and behaviour which may have an impact on learning

What should I do if I think my child has special educational needs?

Parents and carers are encouraged to contact their child's class teacher in the first instance who will then discuss any concerns with Inclusion Leaders. Where necessary, action may be taken which may include assessments, meetings and interventions from school and/or outside agencies.

How will the school support my child?

- The class teacher will take responsibility for delivering Quality First Teaching and working with every child in the class, including those with special educational needs or disabilities
- Teachers and teaching assistants may target areas of need through specific interventions and monitor progress to inform future planning
- Outcomes from interventions will figure on a Provision Map and used to inform the next steps

- Pupil Progress Meetings are held half termly. The progress of the pupils is discussed by the class teacher and Academy Leadership Team to plan future action
- Through the graduated response a pupil may require support from an outside agency. This may take the form of advice to staff or the delivery of a particular programme to a pupil
- Structured Conversation meetings are opportunities for school and parents to discuss a child and how they are developing, share their learning needs and possible future targets and how we will all work together in partnership

How will the teaching be matched to my child's needs?

- Teachers monitor progress and use their best endeavour to meet the needs of all pupils in their class
- Teaching assistants may be deployed under the guidance of the class teacher to provide adapted activities
- Resources and equipment will be provided to reduce barriers for learning
- The assess, plan, do and review cycle will be implemented to inform the target setting process
- For children with complex needs a bespoke programme of support will be implemented

How will I know how my child is doing and how will you help me to support my child's learning?

- Class teachers and Inclusion Leaders are available to answer queries throughout the year by appointment
- Targets are shared with parents at Structured Conversation Meetings
- A written report is provided annually
- Parents are encouraged to support their child's learning through meetings, Stay and Play or Share the Learning sessions
- Methods of learning may be explained through exemplars sent home with homework by teachers

How are the staff in school helped to work with children with SEND?

- Training and support are provided to staff in order to build skills related to possible barriers to learning e.g. dyslexia, autistic spectrum, and behaviour management
- Peer support from within the academy and the Diverse Academies Trust offers observation of working practice and subsequent advice is provided
- The Strategic Lead for SEND and Family SENCo are also available to offer guidance and information.
- Staff may attend external training courses relevant to their role

What specialist service and expertise is available at the school?

At times it may be necessary to consult with outside agencies to receive more advice. The agencies used may include:

- Educational Psychologist
- Healthy Families Team
- Social Care
- Counselling
- Occupational Therapist
- Early Help
- Cognition and Learning Team

- Communication and Interaction Team
- Early Years Specialist Family Support Service
- Child and Adolescent Mental Health Services - CAMHS
- Paediatric Physiotherapist
- Physical Disability Specialist Service
- Speech and Language Therapist
- Sure Start

What support will there be for my child's overall well-being?

All teachers deliver Personal, Social, Health and Economic education as part of the curriculum. This is in line with Government and Diverse Academies Trust 'Personal Development, Behaviour and Welfare' guidance. In addition some children may require:

- Nurture sessions
- Counselling
- Lunchtime/playtime support

There is one staff member trained in First Aid at Work, four have a Paediatric First Aid qualification and some staff are trained in Emergency First Aid in Schools. Some staff are also trained to manage specific medical conditions e.g. diabetes and anaphylaxis

There are four members of staff who are trained in The Administration of Medicines for Schools and who are responsible for the administration of prescribed and controlled medicines to pupils.

All children are encouraged to be involved with a range of activities both in school and extra-curricular. There is a School Council where pupil voice is at the heart of the process.

How accessible is the school environment and how will my child be included?

- The school is accessible for children or adults with a disability. Most areas of the school are accessible by wheelchair. There is an accessible toilet
- We strive to make activities and school visits available to all pupils. We provide the necessary support to ensure that these are successful. Risk assessments are carried out and procedures put in place to enable all pupils to participate wherever possible
- Reasonable adjustments are made wherever possible for off-site and residential visits in partnership with the pupils concerned and their parents

If I am not happy with the provision, how can I share my concerns or make a complaint?

If you have any queries with regard to the SEND provision, please contact the class teacher in the first instance. The Inclusion Leaders and the Principal are available for further discussion. School will endeavour to work in partnership with parents and young people to listen and respond to any concerns.

If you wish to make a complaint about the school, the Complaints procedure should be followed. A copy of the Complaints procedure is available on the school website or from the school office.