



**BRIMINGTON
JUNIOR SCHOOL**

**Special Educational Needs
Report
2024/25**

Brimington Junior School SEN Information Report

September 2024

Together we: 'Go Further' by

- **Promoting positive relationships**
- **Modelling and valuing good manners**
- **Inspiring excellence in everyone**
- **Making the world a better place**
- **Spreading happiness**

At Brimington Junior School, we are dedicated to fostering an inclusive and supportive environment for all our students, particularly those with special educational needs. Our commitment to partnership is at the heart of our approach, as we believe that collaboration with parents, pupils, staff, school champions, outside agencies, and the wider community is essential for the success and well-being of every child. This report outlines our ongoing efforts to create a nurturing educational experience, highlighting the strategies we implement to ensure that each student receives the individualized support they need to thrive. Together, we can build a community where every learner is empowered to reach their full potential.

Our curriculum aims reflect our commitment to teaching the 'whole child'—recognising that education extends beyond academic achievement to encompass emotional, social, and personal development. We strive to foster a compassionate learning environment where every student feels valued and understood. Our ambitious approach encourages students to set high expectations for themselves and pursue their goals with determination. By embracing a progressive teaching methodology, we utilize a variety of experiences and real-world contexts to enrich learning, ensuring that our students are engaged and inspired. This holistic framework not only supports academic growth but also nurtures resilience, creativity, and a lifelong love of learning.

At Brimington Junior School, our core drivers—ambition and aspiration, children's physical and emotional well-being, and support for families facing difficulties—are seamlessly embedded into our curriculum. We foster an environment where ambition and aspiration are integral to daily learning, encouraging students to set and strive for personal and academic goals. We prioritise children's physical and emotional well-being by incorporating mindfulness practices, physical education, and mental health resources into our programs, ensuring that every student feels secure and supported. Additionally, we recognise the challenges some families may face; our curriculum is designed to be inclusive and responsive, providing targeted support and resources that empower both students and their families. By embedding these drivers into our curriculum, we create a comprehensive framework that nurtures each child's potential while supporting their families in overcoming obstacles.

Key People:

Headteacher – Mr Nick Newberry

SENCO – Mrs Laura Bennett

Trust Partner – Mr Jonathan Brookes

Special Educational Needs is co-ordinated by Mrs Bennett

I co-ordinate the specific provision that is put in place to support children with SEND.

I am responsible for the implementation of the Special Educational Needs Policy and for overseeing the maintenance of the Special Needs Register.

I liaise with the class teachers, supporting and encouraging other members of staff where and when necessary.

Together we monitor pupil's progress and arrange further or different provision if progress is slower than expected.

When a child is demonstrating a **significant** cause for concern or their learning need is more **complex** and **persistent** than can be met by the interventions already put in place specialist expertise will be secured. In my role as SENDCo I liaise with a range of external agencies who can give us more specialized advice and support. I also liaise with parents and relevant outside agencies including Medical and Psychology Services. I attend and cascade appropriate in- service training in order to meet new developments with policy and practice. I also purchase and oversee the deployment of resources encouraging their efficient and effective use.

If you have any concerns about SEND matters, please contact me using the details below.

If your child has special educational needs and/or a disability and you would like to know more about what we offer at **Brimington Junior School** please contact us on **01246 232505** or e-mail us at bjsinfo@learnerstrust.org

The **admission arrangements** for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Our Approach to Teaching Learners with SEN

At Brimington Junior School we ensure that all pupils in our school are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

- We have effective management systems and procedures in place for SEN, taking into account the current Code of Practice (2014)
- We have successful communication between teachers, children with SEN, parents of SEN children, Teaching Assistants who run groups and outside agencies
- We acknowledge and draw on parents' knowledge and expertise in relation to their own child
- Through the discussions with the children, they are encouraged to take an increasingly active role in their targets, progress and next steps
- We are committed to developing the knowledge and skills of all the staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality
- We have an effective review cycle through the Assessment cycle and Pupil Progress meetings that allows us to monitor, review and plan for the next steps of development based on the ASSESS PLAN DO REVIEW cycle
- We ensure that consideration for SEN crosses all curriculum areas and all aspects of teaching and learning

Identifying the Special Educational Needs of Pupils

Brimington Junior School knows that a pupil has an SEN in a variety of ways.

- Parents may inform the school prior to or during admission
- Outside agencies may contact the school prior to / during admission or whilst the child is a pupil at the school
- Class teacher may identify concerns re progress or behaviours and SLT, SENCO, Teaching Assistants may become involved in a school-based programme
- Behaviour tracking system to see if a child is continually struggling with their emotions and concentration

It maybe that the school seeks additional information from a screen by a specialist teacher e.g., a dyslexia assessment, or assessments completed by outside agencies e.g., Educational Psychology, Inclusion Support Team, CAMHS, School Health, Paediatricians, Speech and Language Therapists

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a. Has a significantly greater difficulty in learning than the majority of others the same age, or**
- b. Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided**

The Code of Practice 2014 identifies 4 key areas of SEN

- communication and interaction
- cognition and learning
- behavioural emotional and social development
- sensory or physical conditions.

Special Educational Provision is that which is **additional** to or **different** from that which is made generally for most children in school.

Recording SEND Information

Records are kept on each child. They are stored in either of two locations: records are either stored in the Main office or on CPOMS. Once a child's individual need is identified it is recorded on the school's SEND register. A master copy is stored on the school's internal IT network. There is also a Medical List stored in the main office and staff room to enable staff to be kept informed of any medical information. This is updated by Miss Rice. Care Plans, Pastoral Support Plans and information from outside agencies will also be stored in the above files. General Learning Support and Intervention records are maintained, by Class Teachers, to chart children's progress, using Provision Mapper. The school's flexible approach allows for children to access support and intervention as and when necessary. Names can also be added or removed from the SEND Register following consultation with parents / carers and relevant agencies.

Who are the best people in school to talk to about my child's difficulties with learning / Special Educational Needs or Disability (SEND)?

The class teacher

Responsible for:

- Monitoring the progress of all children and identifying, planning and delivering any additional help a child may need (this could be interventions, resources, additional support) and informing the SENCO and parents as necessary
- Discussions with the child
- Ensuring that the school's SEN policy is followed in their classroom and for all the pupils they teach with any SEND and liaison with Teaching Assistants

SENCo (Laura Bennett)

Responsible for:

- Developing and reviewing the school's SEND policy and updating the SEN Information Report annually
- Co ordinating all the support for children with special educational needs or disabilities (SEND) including outside agencies, staffing, resources, health care plans
- Ensuring that parents / carers are:
 1. Involved in your child's learning
 2. Kept informed about the support your child is getting and impact
 3. Involved in reviewing how your child is doing and the next steps
- Liaising with all the other people who may be coming into school to support your child's learning i.e. Speech and Language Therapist, Educational Psychologist
- Updating the school's SEND register and making sure that records of your child's progress and needs are kept
- Providing specialist support for teachers and support staff at the school so that they can help children with SEND difficulties in the school to achieve the best progress possible
- Co ordinating EHC referrals, and Inclusion Panel referrals where appropriate.

Head Teacher - Mr Newberry

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND

- The Head Teacher will give responsibility to the SENCO and class teachers, but is still responsible for ensuring your child's needs are met
- The Head Teacher must ensure that the School Champions is kept up to date about issues relating to SEND

Trust Partner / School Champions

Responsible for:

- Making sure that the necessary support is given for any child who attends the school who has SEND and that they are included in all areas of school life

What are the different types of support available for children with SEND in our school?

Class teacher input via excellent targeted classroom teaching (Quality First Teaching)

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning including visual aids to support class work.
- Specific strategies (which may be suggested by the SENCO) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress (Hello Data / Pupil Progress Meetings / Provision Mapper) and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work Intervention which may be:

- Run in the classroom or outside
- Run by a teacher or a Teaching Assistant (TA).

Intervention Programmes at Brimington Juniors include: Rapid Reading, Precision Teaching, Fine Motor skills work, Nurture Group, Lego Therapy, Anger Gremlin, Time to Talk, Phonics

Specialist groups run by outside agencies e.g., Speech and Language Therapy

School Support (SS)

- This means they have been identified by the SENCO / class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:
 - o Local Authority central services such as the Inclusion Support Service Teachers.
 - o Outside agencies such as the Education Psychology Service (EPS).

What could happen?

- You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support. The school will then implement recommended programmes and strategies. The specialist professional may come back in to review progress.
- If your child is identified by professionals as having a high level of need then the school can apply for an EHC plan which if successful will outline the number of hours support your child will receive from the LA and how the support will be used. It will have long term objectives for your child.
- If your child is identified as having significant Special Educational Needs, when their current needs are not evident as complex Education, Health and Care and are not necessarily long term. Inclusion Panel funding would give access for additional funding, given to the school, enabling more possibilities to be able to provide bespoke interventions and small group work.

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's class teacher initially. They are usually available before and after school.

If you continue to be concerned that your child is not making progress, you may speak to the SENCO, Mrs Bennett.

How will the school let me know if they have any concerns about my child's learning in school?

- Parents' Evenings – November / March
- If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:
 - o listen and record any concerns that you may have

- plan any additional support your child may need including social and emotional support
- discuss with you any referrals to outside professionals to support your child's learning

How is extra support allocated to children and how do they progress in their learning?

- The school budget received from DFE includes money for supporting children with SEND. Different children will require different levels of support in order to help them make progress and achieve their potential.
- The Head Teacher will decide on the deployment of resources and staff for children with SEND in consultation with the SENCO, on the basis of needs in the school and children
- The Head Teacher and the SENCO discuss all the information they have about SEND in the school including;
 - the children getting extra support already and the impact
 - the children who have been identified as needing extra support
 - the children who have been identified as not making as much progress through Star Assessments and Provision Maps which for SEND children identifies all resources / training and support are reviewed regularly and changes made as necessary

Who are the other people providing services to children with SEND in this school?

School Provision

- Teachers are responsible for planning adapted sessions to meet the needs of all pupils within the class setting
- Teaching Assistants working with small groups or individual children under the direction of the teacher
- Small groups for reading interventions, writing support, fine motor skills work and Numeracy programmes
- Teaching Assistants offering support for children with emotional and social development through Nurture Group, Lego Therapy and Forest Schools.
- Mr Newberry (Head Teacher) are trained in running and managing a TAF (Team Around the Family), Single Assessment Process and the Early Help Assessments

Multi-Agency Teams

- Educational Psychology Service
- SALT (Speech and Language Therapy)
- Specialist Teachers for the hearing and visually impaired

- Inclusion Support Service Teachers
- Derbyshire Information and Advice Support Services Network – DIASS (Parent Partnership)
- Early Help Team: this service provides additional help for families who may be identified with needing additional support and who need additional help with SEND. A drop-in session is available each month and appointments can be made through the office. The Early Help Team offer advice on a variety of areas inc. supporting children with challenging behaviours, routines in the home, medical support, and social, emotional and mental health.

Health Provision delivered in school

- School Health
- Occupational Therapy
- Physiotherapy
- CAMHS
- Clinical Psychology
- Input from Paediatricians

How are the teachers in school helped to work with children with SEND and what training do they have?

- The SENCO's role is to support the class teacher in planning for children with SEND – recommend interventions, strategies that may help
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on identifying needs and different intervention strategies. The training is run by the Head Teacher, SENCO, and other external agencies as appropriate
- Individual teachers and support staff attend training run by outside agencies that are relevant to the needs of specific children in their class, for example the Inclusion Support Service Teachers.
- Staff who are new to the school follow an induction programme which includes training and information on SEND.

How will teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- If children are working at pre key stage 1 we use formative footprints to support target setting and adaptations
- Children working at year 1 or 2 follow BJS small steps (a break-down of the KS1 curriculum) to support target setting and adaptations

- Staff use Provision Mapper to identify children who are not making required progress and highlight possible interventions and monitor the impact
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary
- Specific resources and strategies will be used to support your child individually and in groups- Numicon, Number squares, sloping desks, computer programmes, triangular pencils, coloured overlays, visual timetables

How will we measure the progress of your child in school?

Your child's progress is continually measured by their class teacher

- Progress in Reading, Writing and Numeracy is formally assessed each term through Star Assessments
- Progress is monitored regularly by the Head Teacher, Trust Partner, SENCO and Senior Leadership Team using data analysis, provision map and Seesaw
- At the end of KS2 (Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is a government requirement and the results are published nationally
- Where necessary, children will have an individualised programme and specific targets based on areas of need identified. Progress against these targets will be reviewed regularly and future provision amended as necessary
 - The progress of children with an EHC Plan will be formally reviewed at an Annual Review where all the adults who work with the child along with parents can celebrate success, set further targets and evaluate provision
 - The SENCO will also check that your child is making good progress within individual work and targeted group work
 - Book look
 - Observations
 - Data analysis
 - Learning walks

What support do we have for you as a parent of a child with a SEND?

- The class teacher is available by appointment to discuss your child's progress, any concerns you have or to share information
- The SENCO is available to meet with you to discuss any concerns or worries you may have (Please make an appointment with the school office)
- Half termly Coffee Mornings are held to support parents of a child with SEND
- All information from outside agencies / professionals will be shared with you with the person involved directly, or where this is not possible in a report

- Individual Programmes and any targets will be shared with you
- Homework will be set so that it meets your child's individual requirements.
- If required a home / school communication seesaw message thread can be set up
- Link to the Derbyshire Local Offer through the school's website

How is Brimington Junior School accessible to children with SEND?

- The school is fully compliant with DDA requirements.
- We have an up-to-date Accessibility Policy and Plan (see website)
- The school is on one level with easy access via wide doors
- There is a disabled toilet area
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs
- Extra-curricular activities are accessible for children with SEND
- We work closely with specialist teacher advisors (where appropriate) to complete risk assessments for children with physical disabilities, and in advance of any off-site activity, such as swimming, a school visit or residential trip.

How will we support your child when they are leaving this school? Or moving on to another class?

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible

If your child is joining us in Year 3 from a local infant school:

- The SENCO / Phase Leader will visit the schools as appropriate and meet with the child, teachers, and parents. The SENCO will also attend Annual Reviews and meetings in the Year before transition, if necessary.
- During June and July transition events take will take place
- If your child would be helped with a book, photographs or a 'passport' to support them in understanding moving to a new school this can be made with them so that they can keep referring to it
- Additional visits can be made to the school at different points in the school day i.e., play times, lunchtimes

If your child is moving to a new school:

- We will contact the SENCO and ensure they know about any special arrangements or support that need to be made for your child. If possible, a meeting will be arranged prior to moving school
- We will make sure that all records about your child are passed on as soon as possible
- If your child would be helped with a book, photographs or a 'passport' to support them in understanding moving to a new school this can be made with them so that they can keep referring to it
- We will inform outside agencies that your child has moved to a different school so that the relevant agencies can continue to support them

When moving classes in school:

- Information will be passed on to the new class teacher and if appropriate a planning / transition meeting will take place
- New class teacher to be invited to any meetings that are arranged during the summer term prior to moving classes
- If your child would be helped with a book, photographs or a 'passport' to support them in understanding moving to a new class this can be made with them so that they can keep referring to it

In Year 6:

- The SENCo will discuss the specific needs of your child with the SENCO of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCO from the new school
- As well as the arranged transition days if your child requires additional visits this can be arranged. On some occasions the staff from the new school will visit your child while they are at Brimington Juniors
- If your child would be helped with a book, photographs or a 'passport' to support them in understanding moving to a new school this can be made with them so that they can keep referring to it

How will we support your child's emotional and social development?

At Brimington Junior School, we hold the belief that student happiness is key to their success. We take pride in celebrating our children's achievements through enriching and positive learning experiences. However, we also recognise that setbacks and challenges are a natural part of their journey. We are dedicated to providing the support and guidance they need to navigate these difficulties, ensuring they feel empowered and encouraged every step of the way.

These needs can present themselves in a number of ways including behavioural difficulties, anxiousness, being upset or uncommunicative.

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher will liaise with Mrs Bennett for further advice and support. This may involve working alongside outside agencies.
- For some children who struggle with the transition between home and school we can arrange a 'Meet and Greet' in the main entrance or at the gate.
- At lunchtimes Mr Hale, TAs and MDS run activities to support the children with social skills and this also ensures that everyone has someone to play with .

What is the local offer?

The **SEND Local Offer** is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

More information can be found on; <http://www.derbyshiresendlocaloffer.org/>

Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made with the Head Teacher / SENCO, who will be able to advise on formal procedures for complaint. A copy of the policy can also be found on the school's website.

Here are many SEN terms that are abbreviated which can lead to confusion (even for us!)

JARGON BUSTER OF THE MOST COMMONLY USED WORDS / TERMS

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
AOT	Autism Outreach Team
ASD	Autistic Spectre Disorder
BESD	Behavioural Emotional & Social Difficulties
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an additional Language
EHCP	Education Health Care Plan
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
LAC	Looked after child
LA	Local Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
SALT	Speech & Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCO	Special Education Needs CO-Ordinator
SpLD	Specific Learning Difficulties
VI	Visual Impairment