

SEND Local Offer

### **Behaviour Strategy**

We are an inclusive school that offers a broad and balanced curriculum to engage all children in school life. Our biggest priority is that all children receive quality first teaching, regardless of their age, gender, ability or background. All teaching staff are fully aware of the range of needs within their class. We have a highly skilled team of Teaching Assistants (TAs) that can support all children to access the curriculum at the right level. This may involve further differentiated work, access to support resources, or withdrawal for specific learning. To enable staff to focus on the needs of the children, interventions and support are recorded on vulnerable learner trackers. A whole school provision map records interventions and support for all children.

We have high expectations of behaviour attitude and engagement. This is communicated by a clear, consistent approach where mutual respect between children and adults is paramount. We have a well-structured behaviour system which focuses on encouraging children to make positive choices about their behaviour. We have a range of rewards to reinforce and praise good behaviour including: golden tiem, teachers awards, wow cards, head teachers awards, notes home and platinum awards.

Prizes and rewards are awarded annually to pupils for outstanding effort and achievement, attendance and punctuality, for success in lessons, for sporting enedeavour and for services to the school and community.

Personalised learning programmes are agreed with children and families where appropriate. For those children who present with more challenging behaviour, or who may need more support, personalised programmes are agreed, involving guidance and support from external agencies such as the Autism Communication Team and the Educational Psychology Service.

### **Liason & Communication with External Services**

The school has excellent links with external services within the local authority and beyond including additional services the school buys. Where external services are involved with children they are invited to review meetings with school and parents. Additional meetings are also arranged outside of these reviews to allow professionals to give regular feedback to school and parents when needed. Key times are arranged for parents to meet with some professionals such as the Speech and Language Therapist holding fortnightly drop in sessions for communication with parents. The Special Educational Needs Co-ordinator (SENCo) holds termly planning meetings with the learning support service and the educational psychology service. Other services are invited as appropriate.

### **Provisional available**

Teachers plan carefully the provision for all children in their classes, taking account of their individual and personal needs through 'Quality First Teaching' ensures appropriate provision for all children at Brinsworth Whitehill Primary. Individual and personal needs are considered and support staff are deployed appropriately. Support staff are aware of

children's needs and the appropriate support needed. Children can therefore achieve success and develop their independence without fear of failure.

Highly Skilled support staff are trained to support children and to adapt learning where appropriate according to the individual needs of children. Intervention programmes and strategies are used to support individuals or small groups of children.

We work close closely with external agencies and are committed to confidentiality and liaising with families about children's individual needs.

All children are enabled to access all areas of the curriculum, including school trips and after school clubs through adaptation of the activity or additional support where necessary. Risk assessments are completed to ensure that health and safety are not compromised.

### **Planning Assessment and Identification**

Ongoing monitoring of all children's progress and development through observations and informal assessments are carried out by all teaching staff.

Regular assessments measure the learning progress that all children make, particularly in reading, writing and numeracy.

The informal and formal assessments are appropriate to the age of the child and the requirements of the Department of Education.

If necessary, a more sensitive assessment tool, which details smaller but significant steps of progress, will be used.

Gaps in skills, knowledge and understanding are identified and addressed through the next cycle of planning.

If a teacher has concerns about a child's progress or behaviour our experienced and skilled SENCO is consulted and a meeting with parents/carers is arranged to discuss the child's needs.

Under the Special Educational Needs Co-ordinators guidance, the child's progress will be closely monitored whilst appropriate identified strategies are implemented and/or resources used.

If appropriate, further assessments will be carried out and any appropriate intervention programmed delivered.

Advice and guidance will be sought from appropriate identified external agencies as and when necessary.

Review meetings will take place with parents/carers, and any other staff or professionals involved at each key point, but each term at a minimum.

Staff will listen to any concerns that parents/carers have, agree any additional support and discuss and referrals to outside professionals to support the child's learning.

If necessary a Educational Health and Care Plan will be established in collaboration with all other involved agencies.

The School has an ongoing commitment to training for all staff to improve the teaching and learning of children, including those with Special Educational Needs and Disabilities (SEND).

This includes whole staff training on SEND issues such as Autistic Spectrum Conditions (ASC), supporting children with physical coordination needs or social, behavioural and emotional needs.

Individual teachers and support staff attend training courses by outside agencies that are relevant to the needs of specific children in their care.

Any information and/or learning from such courses are shared with other staff as appropriate.

A whole school provision map tracks children's progress and is used as a tool for planning next steps.

### **Staff Training for Children with SEND**

Training is given when necessary to support staff in their own knowledge of Special Educational Needs and Disabilities. External agencies such as Speech and Language Therapy (SALT), Learning Support Services (LSS) and Education Psychology Services (EPS) deliver training when appropriate.

External agencies such as Learning Support Service and Educational Psychology Service deliver training staff training as appropriate.

### **Communication with External Services**

We are committed to working with external services. This is co-ordinated by the Special Educational Needs Co-ordinator (SENCo) through regular planning meetings.

Willingness to work in partnership with families and external professionals to support equality of access within the guidance found at:

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions>

### **Service Involvement in Transport Provision**

Additional transition visits in or out of the setting are arranged where thought to be beneficial to the child's transition. Special Educational Needs Co-ordinator (SENCo) and class teachers liaise with staff at previous and future settings through arranged meetings which also include external agency colleagues where appropriate. In the early years transition the school has accessed support from the Early Years Outreach Service. Parents are invited to all meetings, are included in the planning of transition arrangements and often accompany children on transition visits.

### **Autistic Spectrum Condition**

**Universal**

Behaviour Support Service (if necessary)  
Learning Support Service (if necessary)  
Education Psychology Service (if necessary)  
Autism Communication Team (if necessary)  
Additional School Support (no Educational Health and Care Plan)  
Autistic Spectrum Condition plan for staff, which identifies triggers and strategies to use  
Teaching Assistant support in lessons (if necessary)  
1:1 if required  
Transitional visits when moving classes  
Relevant access arrangements for national assessments  
Interventions (if required)  
Visual timetable  
Review meetings with parents (if necessary)  
Working alongside key worker (when necessary)  
Individual Education Plan with targets (if required)  
Educational Health and Care plan

Same as the children with no Education Health and Care plan, using appropriate **Universal** services and additional school support strategies which will be bespoke to the individual child and their specific needs.

### **Speech Language and Communication Needs**

We are committed to ongoing professional development for all staff.

At Brinsworth Whitehill, we work closely with Speech and Language professionals to implement programmes of support. We are committed to confidentiality and to liaising with families and external agencies as appropriate.

Universal  
Speech and Language Therapy  
Health Visitors (for Foundation Stage)  
Educational Psychology Service  
Learning Support Service  
Additional School Support  
Teaching assistant support in lessons  
Intervention Groups  
Access to Autism Communication Team (if appropriate)  
Relevant access arrangements for national assessments  
Teaching Assistants to deliver programmes set by Speech Therapists

With Education Health Care Plan

Same as the children with no Education Health Care Plan, using appropriate universal services and additional school support strategies which will be bespoke to the individual child and their specific needs.

### **Moderate Learning Needs**

We are committed to ongoing professional development for all staff.

At Brinsworth Whitehill, we work closely with external agencies to ensure that our children receive appropriate support. This can be delivered in a variety of ways:

- Small group support in class by a teaching assistant
- 1-1 support for personalised learning programmes
- IEP target support
- Early Identification
- Learning Support Programme
- Fischer Family Trust
- Talk Boost
- Talking Partners
- Targeted intervention programmes
- Liaison with external agencies including: Learning Support Service, Educational Psychology Service, School Effectiveness Service
- A wide range of resources
- First Class at Number
- Phonological Awareness Training
- Socially speaking

As always, we are committed to confidentiality and to liaising with families and external agencies as appropriate.

### **Universal**

Educational Psychology Service (if necessary)

Learning Support Service (if necessary)

Additional School Support (if necessary)

Teaching Assistant support in lessons (when required)

Interventions

Small group work (if necessary)

Relevant access arrangements for national assessments

Individual Education Plan with targets (if required)

Differentiated work

With Educational Health and Care plan

Annual Review

Same as the children with no Education Health and Care plan, using appropriate **Universal** services and additional school support strategies which will bespoke to the individual child and their specific needs.

### **Specific Learning Needs**

We are committed to ongoing professional development for all staff.

At Brinsworth Whitehill, we work closely with external agencies to ensure that our children receive appropriate support. This can be delivered in a variety of ways:

- Small group support in class by a teaching assistant
- 1-1 support for personalised learning programmes
- IEP target support
- Early Identification
- Multi-Sensory Learning
- Learning Support Programme
- Talk Boost
- Talking Partners
- Targeted intervention programmes
- Liaison with external agencies including: Learning Support Service, Educational Psychology Service, School Effectiveness Service, Early Years Inclusion Outreach Service.

- A wide range of resources

As always we are committed to confidentiality and to liaising with families and external agencies as appropriate.

## **Universal**

Education Psychology Service (if necessary)

Learning Support Service (if necessary)

Multi-Agency Working

Additional School Support (no Education Health and Care plan)

Teaching Assistant support in lessons (when required)

Interventions

Small group work (if necessary)

Relevant access arrangements for national assessments

Individual Education Plan with targets (if required)

Use of Information Communication Technology (if required)

With Education Health and Care plan

Same as the children with no Education Health and Care plan, using appropriate **Universal** services and additional school support strategies which will be bespoke to the individual child and their specific needs

## **Social Needs**

We are committed to ongoing professional development for all staff.

At Brinsworth Whitehill, we work closely with external agencies to ensure that our children receive appropriate support. This can be delivered in a variety of ways in consultation with parents.

Playground teachers support children at lunch and break times. We work closely with the Educational Psychology Service to enable us to help and support children appropriately.

Universal

Education Psychology Service (if necessary)

Additional School Support (no Education Health and Care plan)

We have a highly skilled learning mentor who can support our children

Interventions

Teaching Assistant support in lessons (if required)

Behavioural Emotional and Social Difficulties plan available for staff and strategies

Relevant access arrangements for national assessments

Dedicated space for nurture and learning mentor activities.

With Educational Health and Care plan

Same as the children with no Educational Health and Care plan, using appropriate **Universal** services and additional school support strategies which will be bespoke to the individual child and their specific needs.

## **Emotional Needs**

We are committed to ongoing professional development for all staff.

At Brinsworth Whitehill, we work closely with external agencies to ensure that our children receive appropriate support. This can be delivered in a variety of ways in consultation with parents.

We have a highly skilled Learning Mentor who works with children both in and out of class, in small groups and on a 1-1 basis.

Playground leaders support children at lunch and break times. We work closely with the Educational Psychology Service to enable us to help and support children appropriately. Confidence and commitment to liaise with families and external professionals as necessary.

### **Universal**

CAMHS School Nurse

Police Young Persons Partnership Officer

Educational Psychology Service (if necessary)

Looked After Children students – Get Real Team and Looked After and Adopted Children Team

Additional School Support (no Education Health and Care plan

Mentoring with Higher Level Teaching Assistant (if required)

Teaching Assistant support in lessons (if needed)

Behavioural, Emotional and Social Difficulties plan available for staff with strategies

Interventions (if required)

School Nurse

Relevant access arrangements for national assessments

With Education Health and Care plan

Same as the children with no Education Health and Care plan, using appropriate universal services and additional school support strategies which will be bespoke to the individual child and their specific needs.

### **Mental Health Needs**

Universal

- Committed to ongoing Continuing Professional Development (CPD) for all staff
- Additional School Support (No Education Health and Care plan)
- Staff trained in:
  - Child Protection
  - Team Teach

Willingness to work in partnership with families to support equality of access with Education Health and Care plan

- Confidence and commitment to liaise with families and external professionals as necessary

### **Hearing Impairment Needs**

We are committed to ongoing professional development for all staff.

At Brinsworth Whitehill, we work closely with external agencies to ensure that our children receive appropriate support.

We work closely with the Hearing Impaired Service and many of our staff have completed Level 1 in British Sign Language. Staff are trained in meeting the needs of children with a hearing impairment and are willing to undertake further training where necessary.

### **Universal**

Hearing Impairment Team

Additional School Support (no Education Health and Care plan)

Relevant access arrangements (if necessary)

Advice to staff regarding strategies to use in class

With Education Health and Care plan

Same as the children with no Education Health and Care plan, using appropriate Universal services and additional school support strategies which will be bespoke to the individual child and their specific needs.

### **Visual Impairment Needs**

Universal

We are committed to ongoing professional development for all staff.

At Brinsworth Whitehill, we work closely with external agencies to ensure that our children receive appropriate support.

Additional School Support (No Education Health and Care plan)

- Willingness to work in partnership with families to support equality of access with Education Health and Care plan
- Confidence and commitment to liaise with families and external professionals as necessary
- Partnership works with Visual Impairment service and other agencies.
- Commitment to inclusive practice and enhanced transition where appropriate
- Regular meetings and reviews

### **Multi-Sensory Impairment Needs**

Additional School Support (No Education Health and Care plan)

Advice to staff regarding strategies to use in class

With Education Health and Care plan

Same as the children with no Education Health and Care plan

### **Physical Needs**

Universal

Committed to ongoing

Continuing Professional Development (CPD) for all staff

Nature and level of personal care agreed with families according to need

Willingness to work in partnership with families to support equality of access

Additional School Support (No Education Health and Care plan)

Recognising the limitations of the building – adaptations made wherever possible

Willingness to work in partnership with families to support equality of access with Education Health and Care plan

Staff trained in moving and handling

Confidence and commitment to liaise with families and external professionals as necessary.

### **Medical Needs**

**Universal**

School nurse

Relevant specialised doctors/nurses

Additional School Support (no Education Health and Care plan)

Medical plan

Support required would depend on the need

With Education Health and Care plan

Same as the children with no Education Health and Care plan, using appropriate **Universal** services and additional school support strategies which will be bespoke to the individual child and their specific needs

Staff trained in use of epi-pens

Care plans

All staff with first aid training

Strategically placed staff with paediatric first aid training

Staff trained in administering epilepsy medication

### **Service Access to Medical Intervention**

Care plans are in place for all children with medical needs. The plans are formulated through meetings with parents and the relevant health care professional. Where appropriate children are also included in setting up plans for their own care. The plans are highly individualised and focus on each child's personal needs. The plans ensure that pupils with medical needs have full access to education including school trips and physical education. The care plans detail access to any medication and steps to follow in emergencies. Health Care Plans are reviewed at least annually or before when required. All staff in school are made aware of children's medical needs and copies of care plans are given to key people and are displayed in the school office for reference by all staff. School has excellent links with the school nurse and good links are made with the nurse and parents when needed. Staff are given relevant training to ensure medical needs are met including whole school training when necessary.