



# SEND INFORMATION REPORT

2023/24

**BRINSWORTH WHITEHILL  
PRIMARY SCHOOL**

Howlett Drive, Brinsworth, Rotherham, S60 5HT

✉ [office@brinsworthwhitehill.org](mailto:office@brinsworthwhitehill.org) [brinsworthwhitehill.org](http://brinsworthwhitehill.org)

☎ 01709 828242 **HEADTEACHER:** Mrs C Oxborough



# Special Educational Needs & Disability Information Report

March 2024



This is Brinsworth Whitehill Primary School's information report about Special Educational Needs and Disabilities (SEND). It is written in line with the SEND Code of Practice 2014 and links to other relevant policies can be found below and on the school website: [www.brinsworthwhitehill.org](http://www.brinsworthwhitehill.org)

## The types of Special Educational Needs Provided for at Brinsworth Whitehill Primary

At Brinsworth Whitehill Primary, we meet children's individual needs and will make reasonable adjustment to do so. We pride ourselves on our inclusive nature and ethos.

We provide for all types of SEND of which the broad areas are:

- Communication and interaction;
- Cognition and learning;
- Social emotional and mental health difficulties;
- Sensory and/or physical needs

## Admission of children with SEND

The Local Authority admits pupil to the school according to its own admissions policy, which can be found at [http://www.rotherham.gov.uk/homepage/85/apply\\_for\\_a\\_school\\_place](http://www.rotherham.gov.uk/homepage/85/apply_for_a_school_place)  
Children who have Education, Health & Care plans which name Brinsworth Whitehill Primary are given priority.

## How do we identify children and young people with SEND?

All children are assessed on entry to school. We use the Early Years Foundation Stage Profile and assess children on entry to the Early Years Foundation Stage using the EYFS Baseline. In Key Stage 1 and 2, we use PIRA and PUMA assessments alongside the National Curriculum tests in Years 2 and 6. These assessments tell us how well a child is attaining according to age-related expectations.

If a child is attaining below their age related expectation in any area, then their teacher will provide activities which are at the right level of the child (this is called differentiation). Children's progress will then be monitored by the class teacher. Most children will make progress if the work provided by their teacher is matched to their needs and they receive some extra support from their teacher or teaching assistant (this is called quality first teaching). Some children also have the opportunity to access a catch-up intervention programme for a few weeks.

If a child either is not making progress then the teacher will consult Mrs Oxborough or Mrs Ross the school's SEND coordinators (SENDco). The SENDco will then ask staff to complete the graduated response documentation. They may ask the teacher to carry out some further assessments, such as a reading test, or may advise referring the child to a more specialist professional, such as our external Specialist Inclusion Team Teacher or the Speech and Language Service. We then put more specialised plans in place to meet the needs of the child. This is when we say that a child has Special Educational Needs, when a child is receiving provision different from or additional to that normally available to pupils of the same age.

For a few pupils, an Education, Health and Care Plan request for assessment will be appropriate. This is a statutory process which involves parents and all other professionals involved with the child.

## Involving Parents and Carers

### Everyone:

- is asked about their child's needs when their child starts at Brinsworth Whitehill Primary;
- has the opportunity to discuss any concerns with the class teacher at a pre-arranged time;
- can telephone the SENDco or Head Teacher with any concerns or queries;
- is invited to regular meetings;
- receives a Pupil Progress Report whether they attend Parents' Evenings or not;
- receives an annual report;
- is invited to school events

### Some parents:

- whose child is receiving extra support in class are informed about it at Parents' Evenings or at additional review meetings;
- whose child is chosen to go on an intervention programme will know because the teacher will discuss this with them;
- may notice things at home that we do not observe at school (please let us know any information that we need to know about your child's needs and developments).

### A few parents:

- whose child needs more specialised support, because they have SEND, will be invited to have additional meetings in school with the SENCO, class teacher and staff from other services involved, to decide how best to meet their child's needs. These meetings happen at least once a term or more often, if needed.

Children who are looked after by the local authority will have termly PEP meetings as a matter of course, these may be more frequent if they have Special Educational Needs.

## Involving Children who have SEND

Before each planning meeting, a familiar member of staff will talk to each child with SEN and find out their views. They might ask about what the child finds easy or hard, who the child goes to for help, what the child would like help with next and what the child likes doing, etc.

All the staff who are working with children with SEN are observing them and listening to them on an on-going everyday basis. They are alert to children's feelings and report any changes to the SENCO and the parents.

## How do we assess and review children's progress?

Children who have special educational needs have individual targets. These can be set by the class teacher or by the Specialist Inclusion Team teacher (LSP targets) The targets are measurable and are reviewed termly or more frequently if appropriate. Parents are invited to review meetings to discuss their child's progress towards their targets and to plan for next steps.

## Transition to a New / Secondary School

The SENCO invites the SENCO from the receiving school to review meetings at Brinsworth Whitehill Primary before the child leaves to plan everything that needs to happen to ensure a successful transition to the child's new school. Transition plans are tailored to individual children's needs and staff from Brinsworth Whitehill can support children in additional visits.

## Possible Plans for Children with SEN

At Brinsworth Whitehill Primary we are very flexible and will do our best to put in place whatever a child needs, so that they are not treated less favourably than other pupils. This could include:

- A sensory approach to learning;
- More practical activities;
- Smaller learning steps;
- Extra help/supervision from a member of staff;
- Small group or one to one work;
- Different resources or facilities;
- A visual timetable;
- A work station
- Access to nurture provision or continuous provision

All staff are experienced and trained in meeting children's needs. When needed, specialist training is arranged so that a child's plan can be delivered.

## A Whole School Approach

At Brinsworth Whitehill Primary, we have a whole school approach to SEND and this part of our strategic plans every year. The progress of children with SEND is evaluated, is on our school development plan and a part of staff performance management.

### As part of our whole school approach:

- We make sure that adjustments are in place so that children with SEND can access all the activities available in school. We may provide additional resources or support, or we may adapt the activity to make it accessible.
- We provide high quality support for improving everyone's emotional and social development by encouraging and making every opportunity for children to make their views and feelings known.
- We have a rigorous report and monitoring system for bullying and investigate any complaint thoroughly and seriously.

## Access Facilities

For children with interaction and communication needs we use visual timetables, PECS, Makaton and sign language. There is level access to all classrooms.

## Complaints

Should parents of children with SEND have any complaints about the provision for their children, they should contact either Mrs Ross(Deputy SENDco) or Mrs Oxborough, the Head Teacher/SENDco. If their complaint is not resolved, then they should follow the school complaints procedure, which is available from the school office and the school website.

## Useful Contacts and Information

### **The Local Offer**

The School's contribution to the local offer can be found at [www.rotherhansendlocaloffer.org](http://www.rotherhansendlocaloffer.org)  
Or via the school website: [www.brinsworthwhitehill.org](http://www.brinsworthwhitehill.org)

### **SEND Co-ordinator:** Mrs Caroline Oxborough

Contact: [coxborough@brinsworthwhitehill.org](mailto:coxborough@brinsworthwhitehill.org)  
telephone: 01709 828242.

### **SEND Co-ordinator:** Mrs Sara Ross

Contact: [sross@brinsworthwhitehill.org](mailto:sross@brinsworthwhitehill.org)  
telephone:01709 828242

### **Non-teaching SENDco:** Mrs Laura Farmer

Contact: [lfarmer@brinsworthwhitehill.org](mailto:lfarmer@brinsworthwhitehill.org)  
telephone:01709 828242

### **Parents / Carers Forum:**

A registered charity run by and for families of children and young people (aged 0-25) who have Special Educational Needs and/or Disabilities (SEND)

<https://www.rpcf.co.uk/>  
Contact: 01709 296262

### **SENDIASS**

[www.rotherhamsendiass.org.uk](http://www.rotherhamsendiass.org.uk)

Information, advice and support for parents and carers of children with SEND  
Contact: 01709 823627

The Government guide to SEND for Parents:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/344424/Special\\_educational\\_needs\\_and\\_disabilites\\_guide\\_for\\_parents\\_and\\_carers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344424/Special_educational_needs_and_disabilites_guide_for_parents_and_carers.pdf)

For information on admissions, please visit:

[http://www.rotherham.gov.uk/homepage/85/apply\\_for\\_a\\_school\\_place](http://www.rotherham.gov.uk/homepage/85/apply_for_a_school_place)