



Brinscall St John's CE/Methodist Primary School
Special Educational Needs and Disabilities Information Report
2024-2025

Headteacher: Mrs Joanna Owen
Deputy Headteacher: Mr Andrew Lewis
SENCo: Mrs Elin Rounding
Special Needs Governor: Mrs Sarah Krige

1. What kinds of special educational needs does Brinscall St John's CE/Methodist Primary School make provision for?

Brinscall St John's CE/Methodist Primary School is a mainstream primary school, where we believe that each child should be provided with the highest quality education within an atmosphere of Christian love and care. At St John's we believe that a good education is crucial for the wellbeing and fulfilment of our children and we aim to provide this through a safe environment, where everyone feels valued and able to learn and achieve their potential: personally, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

2. Who is the SENCo and how can parents contact them?

The school SENDCo is Mrs Elin Rounding, who can be contacted by email: sendco@brinscall.lancs.sch.uk or telephone: 01254 830700. Alternatively please contact Mrs Joanna Owen, Headteacher (head@brinscall.lancs.sch.uk) or the School Business Manager via: phone: 01254 830700 or email via: bursar@brinscall.lancs.sch.uk

3. How does Brinscall St John's CE/Methodist Primary School identify and assess my child's special educational needs and/or disabilities?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines Special Educational Needs and disabilities (SEND) as follows:

"A child or young person has SEND 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 or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others the same age,

or

- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

At Brinscall St John's CE/Methodist Primary School we track children's progress at least termly and identify children who are not making expected or better progress. Parents, carers and pupils are then invited to discuss and review the progress made and targets will be set.

Special educational needs or disabilities provision is provided in addition to the good quality first teaching, differentiation and a broad curriculum where all can succeed. At Brinscall St John's CE/Methodist Primary School we recognise that the teacher in the classroom will make the biggest difference to children with additional educational needs, and that teachers can be well supported by additional interventions and programmes (in groups or as individuals) led by teaching assistants and other adults.

4. How does Brinscall St John's CE/Methodist Primary School evaluate the effectiveness of provision for pupils with special educational needs and/or disabilities?

The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes reasonable steps to modify/adapt the learning environment to meet the needs of every child. Targets are reviewed regularly and additional support or interventions are monitored against the targets set. Each child's progress is analysed termly against national expectations. Pre and post intervention checks are carried out to ensure the impact is effective. We also evaluate how skills learned are used independently in class.

5. How does Brinscall St John's CE/Methodist Primary School assess and review the progress of pupils with special educational needs?

Personalised Learning Plans are written for all children on the SEND register. These are renewed at least termly (sometimes more often in Early Years and Key Stage 1 if appropriate). Parents/carers and pupils are central to the process of setting targets and are invited to regular progress meetings to review this Learning Plan and develop new targets. Any other professional involved with a child, such as speech and language therapists or physiotherapists, may also be invited to participate in this process. All children on the SEND register have written, or participated in the writing of, a one page profile which summarises what and who they feel helps them in school and what they think stands in the way of their learning. These are reviewed annually.

Children who have an education, health and care plan [EHC plan] will also have an annual review to discuss their progress and ensure the objectives in the plan are appropriate to their statement of needs.

Assessment is a continual process. The Headteacher, through the class teachers and Senior Leadership Team, monitor the support and provision for pupils with SEND. Progress in mathematics and English is formally assessed at least each term.

For children with an Education, Health and Care plan, an annual review (6 monthly for under 5s) will be held in school in conjunction with the Special Educational Needs and Disability Officer from Lancashire County Council. Parents and external agencies are invited to attend. Reviews in Year 5 are also used to discuss secondary school provision and to assess arrangements needed prior to transfer.

6. What is Brinscall St John's CE/Methodist Primary School's approach to teaching pupils with special educational needs?

All children are encouraged to 'Shine with the light of Jesus', and our teaching staff aim to enable children to achieve their best and recognise the value of their accomplishments, whatever they may be. Teachers will use the 'Graduated Approach' from the 2014 SEND Code of Practice to ensure they are meeting the needs of all pupils. Once a child's learning plan has been completed (which identifies how they like to learn, their strengths, the main difficulties they face), this will be used to support them to achieve their short term targets with clear outcomes. Planning will take this into account and small intervention groups or 1:1 support may be used when appropriate.

7. How does Brinscall St John's CE/Methodist Primary School adapt the curriculum and learning environment for pupils with special educational needs?

The curriculum and teaching styles are adapted to meet the needs of the individual. The school takes all reasonable steps to modify/adapt the learning environment to meet the needs of the child.

8. What additional support is available for pupils with special educational needs?

Brinscall St John's CE/Methodist Primary School uses a range of interventions and support to meet the needs of the children. Children who have a higher level of need may also have access to support from outside agencies.

9. How does Brinscall St John's CE/Methodist Primary School enable pupils with special educational needs to engage in the activities for school together with children who do not have special educational needs?

Brinscall St John's CE/Methodist Primary School is a mainstream school and children will be educated alongside their peers wherever this is appropriate. Children with Special Educational Needs and Disabilities are encouraged to go on trips and to attend clubs. Where appropriate, parents will be consulted from the planning stage and reasonable adaptations and adjustments made.

St John's After School Club operates at our school. This provision is run by a separate management Committee to school as they lease the school premises. Before and after school care offered through St John's After School Club runs from 7.30 am – 8:50/8:55 am and from 3.20/3:25 pm until 6 pm. Further information is available by contacting the school office on 01254

830700 who will pass any queries onto the After School Club manager, Mrs Siquia Palmer.

10. What support is available for improving the emotional, mental and social development of children with special educational needs?

We recognise that any of our pupils, including pupils with SEND, may well have emotional and social development needs that require support in school. The emotional health and well-being of all our pupils is very important to us.

- We have a robust safeguarding policy in place, we follow national guidelines;
- The Headteacher and all staff continually monitor the emotional health and well-being of all our pupils;
- To support our children we teach them about bullying, friendships and staying safe through a combination of age appropriate PSHE (Personal, Social and Health Education) sessions, daily whole school worship and visitors to school.

Our school has a range of policies in place which cover health, medical, intimate care and emergency procedures. Children who have specific medical or care needs may have a health care plan, which is written after liaison with the school nursing team.

Many staff have taken the Emergency First Aid at Work Training, which is updated on a three year cycle. Some staff, who mainly work with younger children, have also undertaken Level 3 Paediatric First Aid.

School supports children with specific difficulties, and undertakes training as required e.g. epi pen/asthma/epilepsy, depending upon children's needs.

At Brinscall St John's we aim to provide a safe, secure and nurturing environment in which all pupils can be supported to achieve their full potential. The school liaises with all relevant agencies to support pupils and their families. This may include Child and Adult Mental Health Services (CAMHS) speech therapy, occupational therapy, Educational Psychologists, paediatricians, school nursing team or local medical centres.

Occasionally, school may complete a EHA (Early Help Assessment) form along with parents. This is an assessment and planning tool which is used to gather together information about children and families in one place to help the family to decide what type of support is needed. As part of this process a Team Around the Family (TAF) meeting may be held to continue the support for the family.

More information about the EHA process is available [here](#). Please note that referrals to services will only be made with the permission of those with designated parental responsibility.

All children are taught about bullying, and how to stay safe. Any incidents relating to bullying are dealt with in accordance with the school's anti-bullying policy, which is available from our school website www.brinscall.lancs.sch.uk.

We ask our pupils' views on safety, bullying and attitudes through our pupil attitude questionnaire.

Online safety is taught in an age appropriate manner throughout school, where children are taught to recognise potential dangers and issues on the internet. We hold information meetings for parents.

In accordance with legislation, our school has a Designated Senior Person (DSL) for Safeguarding: Mrs Joanna Owen, Headteacher, as well as a Backup DSLs –Mr Andrew Lewis, Deputy Headteacher; Mr Stephen Westwood, Senior Teacher and Mrs Elin Rounding, SENCO/ Senior Teacher. Our Safeguarding Governor is Mr Duncan Frost (Chair of Governors). All staff receive regular safeguarding training and updates.

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

The Headteacher is responsible for:

- overseeing the school's overall policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school;
- ensuring the school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom;
- for the school Local Offer and for signposting parents/carers to the Local Authority Local Offer;
- for the management of financial and human resources;
- monitoring the provision for SEND;
- reporting to the governing body – reports to the governing body not contain personal named information relating to a child;
- drawing up and monitoring the accessibility plan to ensure the building is accessible to all.

The SENCO is responsible for:-

- the day to day operation of the school's SEND policy;
- maintaining and overseeing the SEND Register and other SEND records;
- liaising with parents of children with SEND;
- liaising with staff from outside agencies as appropriate;
- ensuring relevant background information for children with SEND is collected, recorded and updated;
- ensuring appropriate transition programmes are in place for children moving to different Key Stages, including transition to High School;
- reviewing policy documents for SEND;
- attending appropriate SEND training sessions;
- liaising with and supporting school staff with Learning plans, interventions and teaching and learning strategies appropriate for SEND;
- monitoring and tracking the progress of all children with SEND to ensure they are making appropriate progress;
- ensuring that relevant resources are available;

- liaising with the SEND governor;
- producing a provision map to support the SLT with allocation of resources to ensure appropriate provision is in place;
- identifying areas for development in SEND and contributing to school development plan.

The SEND Governor is responsible for:

- liaising with Head teacher and SENCo regarding statutory responsibilities;
- providing annual written report to full governing body and parents;
- monitoring delivery and provision for children with EHC plans.

Class Teachers are responsible for:

- the early identification of any pupil with SEND;
- carrying out informal and formal assessments, where appropriate, to help identify SEND;
- providing evidence which may help with assessments;
- liaising with parents, SENCO, Headteacher, outside agencies as necessary;
- planning to meet the needs of all children by providing an appropriately differentiated curriculum;
- the day-to-day teaching of all children in their class and for the management of Learning Plans for children with SEND including assessing, recording and reviewing needs;
- organising any available classroom assistance help;
- supporting children with SEND with transition to the next class;
- ensuring all children with SEND have access to quality first teaching and that the curriculum is appropriately differentiated to account for SEND;
- planning, assessing, reviewing and interventions;
- ensuring teaching and learning styles are modified to help remove or reduce barriers to learning.

Teachers will endeavour to use a variety of teaching and learning styles to meet the needs of all children. This will include visual, auditory and kinaesthetic approaches. They will arrange for children to work in a variety of situations with adults; individually, small groups, large groups, partners, within and out of the classroom.

The role of the Teaching Assistants (TAs):

- TAs will be appointed by the Headteacher to work alongside children with SEND under the direction of the classroom teacher.
- They will be involved in setting targets for Learning Plans, assessment and monitoring and reviewing progress towards targets.
- They will also be offered opportunities for professional development, e.g. attending appropriate courses and INSET.
- Where appropriate, TAs will be invited to review meetings with parents.

12. What training is provided for staff supporting children and young people with SEND?

All of our teaching staff are qualified and regularly undertake further professional development. We understand the importance of ongoing professional development to keep our staff (both teaching and support) updated. This is delivered internally and sometimes with support of external agencies, and staff supporting children in specific roles may also undertake more specialised training.

13. How is Brinscall St John's CE/Methodist Primary School accessible to children with SEND?

- The building is accessible.
- The school is one level with easy access and double doors.
- There is a disabled toilet.
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with special educational needs and/or disabilities.

14. What are the arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child?

Parents are a valued and important member of the whole school approach and ethos we aim to foster in our school. Brinscall St John's CE/Methodist Primary School believes in the importance of close working relationships with parents. We aim to provide information about staff roles on the school website (www.brinscall.lancs.sch.uk) and pictures are on display in the front entrance of school. Parents can either contact their child's class teacher directly or via the school office (bursar@brinscall.lancs.sch.uk). Brinscall St John's is a village school and we aim to get to know all of our families and to build up effective and honest relationships to ensure:

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision;
- b) continuing social and academic progress of children with SEND;
- c) personal and academic targets are set and met effectively.

Parents know their children best and are a key part of the target setting, monitoring and evaluating process at Brinscall St John's CE/Methodist Primary School. Parents and carers are valued and their contribution in terms of identification and support for all pupils (including those with SEN) is fully recognised and they are actively encouraged to be partners in their child's education through: informal discussions with the class teacher, SENCo, telephone contact, home/school diaries, Learning Plan discussions, progress reviews and yearly written reports.

The school's policy for Special Educational Needs and Disability provides further information regarding these arrangements.

15. What are the arrangements for consulting young people with special educational needs about, and involving them in their education?

At Brinscall St John's CE/Methodist Primary School the voice of the child/young person is highly valued. Through our one-page profiles, all children with SEND are encouraged to think about what their strengths are, what helps them to learn and what may be a barrier to their learning. Children with SEND are involved, wherever possible, with their target setting as well as reviewing progress. In addition, children are encouraged to talk about how they feel about any interventions they have been involved in. Children are a key part of any progress meeting and their comments are central to their Learning Plans.

Representation on the School Council is another important opportunity for all children to voice their views. Our School Council is made up of 2 representatives from each class, who are elected by their peers. Every child from Year 1 to Year 6 are eligible to serve on the School Council, regardless of special educational needs or disabilities. Children with SEND and/or disabilities are regularly voted to serve on the School Council.

Every year, all children are asked to take part in a pupil questionnaire. The results of the children's views are used to identify and make improvements to ensure all children enjoy their school life.

16. What do I do if I have a concern about the school's provision?

In the first instance we encourage you to contact your child's class teacher to discuss your initial concerns. If you still have concerns then please contact the Headteacher or our SENCo. In the unlikely event that your concern is not resolved, then please contact our SEND Governor or Chair of Governors. All contact details are available on the school website: www.brinscall.lancs.sch.uk.

17. What specialist services and expertise are available at or accessed by the school?

We work closely with a range of professionals to support children in school with additional needs. These include: Physiotherapy, Occupational Therapy and Speech and Language Therapy, specialist services including Hearing impairment, Visual impairment, CAMHS and the educational psychology services.

Contact details of support services for parents of pupils with special educational needs can be found on the Lancashire information website at: www.lancashire.gov.uk/send

This has a lot of information for parents of children and young people with SEND and includes information about activities and support groups in the area.

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/family-information-network-directory.aspx>

18. How do you prepare my child for joining your school or transferring to another school?

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

Upon joining Brinscall St John's CE/Methodist Primary School, all children have the opportunity to visit prior to starting. Parents will receive an induction pack with information about the school. For any child needing a more personalised transition, additional visits may be arranged. When transferring from nursery to school, special arrangements are made with the nursery and team around the family meetings held as required.

When the time comes for your child to move onto another school, the SENCo will liaise with the next school and organise transition visits if needed. Visits to school and meetings will be arranged between the schools, parents and the child to ensure a smooth transition. The SENCo at the new school will be fully briefed to ensure he/she knows about any special arrangements or support that need to be made for your child. We will also make sure that all records about your child are passed on as soon as possible.

Children who are transferring to secondary school attend open days at their new school and additional visits can often be arranged if needed. Staff from receiving secondary schools visit Year 6 children and information relating to special educational needs are handed over at these transfer meetings.

19. Where can I get further information about the services for my child?

The information in this report forms part of Brinscall St John's CE/Methodist Primary School local offer which can be accessed at

www.brinscall.lancs.sch.uk

Lancashire's local offer can be found here:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

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