

Brinsworth Manor Junior School

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Age Group: Year 3 – Year 6

Number on roll: 308 Number on SEN register: 57 Number with Statement: 3

Executive Head: Mrs Vicky Helliwell

Head of School: Mrs Marie Hill

Inclusion Manager: Mrs Samantha Weatherall

Lead Governor for SEND: Mr Chris Watson and Mrs Trish Sharp

Link to current SEND policy: <http://bmaj.rotherham.sch.uk/docs.html>

Brinsworth Manor Junior School

Our Special Educational Needs and Disabilities (SEND) Local Offer

Brinsworth Manor Junior School is an inclusive school. We ensure that all pupils are included in all aspects of learning and school life throughout their time with us. We offer an open door policy for parents to meet with the teacher, Inclusion Manager or Head of School to discuss any concerns about their child's need.

From time to time some children require additional support for a set period of time to help meet their needs or improve their learning. The decision to do this is made by the school and is based on a variety of factors including academic progress, and/or assessments carried out by teaching staff or other professionals. Additional support may also be offered to children during transition into and from our school, between year groups within school and/or when going through significant change either at home or school. Parents/ carers will be informed when this happens.

Some children will require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by school staff and where appropriate by external professionals. Parents will be fully consulted in the process of this support.

Our School SEND Report describes the range of provision and support available. This Offer is subject to change depending on budgetary constraints and policy review.

KEY

EHCP – Education, Health and Care Plan
ACT – Autism and Communication Team
EPS – Educational Psychology Service
SALT – Speech and Language Team
BSS – Behaviour Support Service
LSS – Learning Support Service

CAMHS – Child and Adolescent Mental Health Service
HI – Hearing Impaired Service
VI – Visually impaired Service
OT – Occupational Therapy
ASC – Autistic Spectrum Condition

Summary of services/support at our school.

Our Inclusion Manager has completed The National Award for Special Educational Needs Co-ordination.

Area of Need		Universal	SEND Support (no EHC plan)	With EHC Plan (Annual Review)
Communication and Interaction Needs	Autistic Spectrum Condition	LSS, ACT and/or EPS referral when needed	LSS support Inclusion Plan	ACT support Additional adult support Inclusion Plan Personalised Timetable
	Speech, Language and Communication Needs	Refer to SLT and /or EPS referral when needed	School delivers advice/programme from SALT	Staff trained by SALT when required SALT delivers individual programme in school
Cognition and Learning Needs	Moderate Learning Needs	LSS and/or EPS referral when needed	Individual Support Plan from LSS delivered by an adult	Staff trained by LSS when required
	Specific Learning Difficulties	LSS and/or EPS referral when needed	Individual Support Plan from LSS delivered by an adult	Staff trained by LSS when required
Social, Emotional and Mental Health Needs		BSS, EPS, CAMHs and /or Social Care (Early Help) referral when needed.	Key worker Support from BSS Nurture groups Positive Handling Plans	Staff trained by BSS and/or EPS when required
Sensory and Physical Needs	Hearing Impairment Needs	HI referral when needed.	Appropriate adjustments made for individual children	Staff trained by HI when required
	Visual Impairment Needs	VI referral when needed.	Use of appropriate/ adapted resources Adult support in class Access to relevant computer equipment and training	Staff trained by VI when required
	Multi-Sensory Impairment Needs	Vi and HI referral when needed	Appropriate adjustments made for individual children	Staff trained by HI and VI when required
Physical and Medical Needs	Physical Needs	OT referral when needed	Appropriate adjustments made for individual children	Staff trained by OT when required
	Medical Needs	School nurse and/or other specialist health services linked to an individual child.	Care Plans (temporary and continuous) Adults trained by specialists to administer specific needs of an individual child	Staff trained by health specialists when required

Summary of provision and strategies to support our children.

Structured conversations are arranged by the Inclusion Team with parents and other outside agencies involved to discuss the SEND support for a child. The actions agreed during these meetings are regularly reviewed throughout the year. Parents also have the opportunity to meet the class teacher before and at the start of the academic year, and regularly throughout the year.

Area of Need	Support	Details
Communication and Interaction	Autistic Spectrum Condition	<ul style="list-style-type: none"> • Staff trained in – writing social stories, ASC awareness and strategies, Demand Avoidance awareness and strategies • Partnership working with parents to meet individual needs • Visual timetables in all classrooms When necessary:- • Individual timetables • Inclusion plan • Specialised support e.g. task sheets, quiet working area etc... • Specialised programmes e.g. Socially Speaking, Talk About the Picture etc... • 1:1 support in class to support access to aspects of the curriculum the child finds difficult • Designated chilling area for child to regulate their emotions • Enhanced transition between year groups and schools
	Speech, Language and Communication Needs	<ul style="list-style-type: none"> • Resources in classroom adjusted to meet individual needs • Individualised programmes from SALT implemented • Enhanced transition between year groups and schools
Cognitive and Learning	New Curriculum	<ul style="list-style-type: none"> • Access to quality first teaching – Talk for Writing, Reciprocal Reading, Inspire Maths etc... • Activities for all learners – visual, auditory and kinaesthetic • EAZMAG tracking to monitor progress of the targets set on the Class Provision Map • Specific targets recorded on the Class Provision Map for individual children • Sheffield Handwriting Script • Focused small group support in class from class teacher/teaching assistant • Scaffolds e.g. working walls, help desks offering high frequency word maps etc..

Cognitive and Learning	Interventions to match need	<ul style="list-style-type: none"> • Specialised 1:1 and small group Keep Up programmes e.g. Toe by Toe Reading Programme, Fisher family Trust Reading Programme, Multisensory Structured Learning Programmes, Spelling and Phonic Programmes etc... • Supportive computer programmes e.g. Clicker • Enhanced transition between year groups and schools
Social, Emotional and Mental Health	Behaviour policy Personal Social and Health Education Medium Term Plan (Circle Time) Nurture Programme	<ul style="list-style-type: none"> • A range of positive behaviour strategies used in a class or for an individual following the school Behaviour Policy • Access to any before or after school activities of interest to the child • Key Worker – an adult to listen and deliver appropriate activities/support when necessary • Adult support through structured play during playtime and lunchtime • Collaboration with parents and referral to Early Help when necessary • Completion of the Strengths and Difficulties Questionnaire (SDQ) informing school and other outside agencies of the next steps in learning • Designated chilling area for child to regulate their emotions • Enhanced transition between year groups and schools
Sensory, Physical and Medical	Hearing Impairment Visual Impairment	<ul style="list-style-type: none"> • Implementation of advice offered from HI and VI • Enhanced transition between year groups and schools
	Physical	<ul style="list-style-type: none"> • Equipment to support learning e.g. writing wedges, easy grip writing tools, wedge cushions • Wheelchair access throughout school • Disabled toilet • Implementation of advice offered from OT • Enhanced transition between year groups and schools
	Medical	<ul style="list-style-type: none"> • First Aid Trained coordinator and staff • Procedures and policy in place for administering medicines • Staff Trained in the administration of an EpiPen and PEG Feeding • Care Plans in place and regularly updated • Temporary Care Plan when necessary • Enhanced transition between year groups and schools