



Brighstone C of E Aided Primary school

Special Educational Needs and Disability Information Report

Date of Next Review – November 2024

Brighstone Church of England Aided Primary School New Road Brighstone Isle of Wight PO30 4BB email: office@brighstoneprimary.org.uk	Website Address https://www.brighstoneprimary.org.uk
Type of EY Setting/school/College Mainstream Primary School	
Specialist provision on site	

All Isle of Wight providers will endeavor to meet the needs of pupils with Special Educational Needs. Schools are supported by the Local Authority to ensure that every pupil, regardless of their specific needs, makes the best possible progress. Provision for pupils with a Special Educational Need/s should be provided in a mainstream setting wherever possible, if this is a family's preferred choice.

Admissions

Children and young people with SEND are allocated places in two separate and distinct ways:

- Those children and young people with Statements/Education Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team.
- Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at an Isle of Wight School both if your child/young person has an Education Health Care Plan, or if he/she has special needs but does not have an Educational Health Care Plan, can be found on the following links:

Admissions and SEND Assessment Teams www.iwight.com/Residents/Schools-and-Learning/

WHO ARE THE PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH THEIR LEARNING IN OUR SCHOOL?

		Summary of Responsibilities
Who are the best people to talk to in the early years setting about my child's developmental needs?	Reception class teacher: Mrs Kirsti Cousins	<p>She is responsible for :</p> <ul style="list-style-type: none">• Ensuring the safety and wellbeing of all pupils in the class• Ensuring the learning environment is accessible to all children and that it provides opportunities for them to make progress in all 7 areas of learning:<ul style="list-style-type: none">○ communication and language○ personal, social and emotional development○ physical development○ literacy○ mathematics○ understanding the world○ expressive arts and design• Planning a programme of activities and supplying engaging resources suitable to the

		<p>needs of the children in the class</p> <ul style="list-style-type: none"> • Effective deployment of and communication with Learning Support Assistants (LSAs) to ensure the best outcomes for all children • Providing additional support to children where appropriate • Having a clear understanding of the needs of all pupils, including those with special educational needs or disabilities (SEND) • Assessing and recording the progress of all pupils to feed into whole school data • Recording and reporting on progress to parents • Working alongside parents/carers to ensure all children are settled and ready to learn
Who are the best people to talk to in the school about my child's difficulties with learning/ Special Educational Needs/Disabilities (SEND)?	Class teachers	<p>They are responsible for:</p> <ul style="list-style-type: none"> • Ensuring the safety and wellbeing of all pupils in the class • Providing high quality inclusive teaching to ensure access and progress for all learners whatever their starting point • Providing scaffolding or varying tasks, where appropriate, to meet the needs of all children • Having a clear understanding of the needs of all pupils, including those with special educational needs or disabilities • Being aware of the school's procedures for identification, assessment and subsequent provision for pupils with Special Educational Need or Disability (SEND) • Working with the Special Educational Needs Co-coordinator (SENCo) to decide what action is required to support pupils with SEND to progress • Providing additional support or interventions to children who need it • Effective deployment of and communication with Learning Support Assistants (LSAs) to ensure the best outcomes for all children • Assessing and recording progress to feed into whole school data • Reviewing individual provision maps on a termly basis in collaboration with the Special Educational Needs Co-coordinator (SENCo) • Ensuring that all pupils with Special Educational Needs or a Disability (SEND) receive the support outlined in their provision maps • Recording and reporting on progress to parents • Writing Annual Review Reports for children in their class with an Education, Health

		and Care plan (EHCp)
Who are the best people to talk to in the school/college about my child's/young person's difficulties with learning/ Special Educational Needs/Disabilities?	Special Educational Needs Co-coordinator (SENCo): Mrs Sue Boyd	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Overseeing the day-to-day operation of the SEND policy • Ensuring that the statutory responsibilities and duties as set out in Education, Health and Care plans (EHCp) are met • Co-ordinating the provision for pupils with SEND, whilst at the same time ensuring that time away from the mainstream classroom is kept to a minimum • Training and supporting Learning Support Assistants (LSAs) to carry out a range of interventions with small groups or individual pupils. • Monitoring the effectiveness of the interventions for individual pupils • Liaising and giving advice to class teachers on providing a graduated approach to SEND support • Overseeing records of pupils with SEND • Liaising with parents of pupils with SEND • Maintaining a provision map for pupils with SEND, produced in collaboration with the class teacher • Liaising with external agencies • Organising SEND training opportunities for all staff • Coordinating Annual Review Meetings, including chairing meetings
Who are the best people to talk to in the school/college about my child's/young person's difficulties with learning/ Special Educational Needs/Disabilities?	Family Liaison Officer (FLO), DSL and ELSA Mrs Melissa Jones	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Promoting the safety and wellbeing of all pupils and staff • Liaising with families of pupils with social, emotional and mental health (SEMH) needs • Liaising with external agencies; Local Authority support services, health, social services and voluntary bodies • Delivering individual and small group support to identified children including ELSA (Emotional Literacy) support • Providing social skills group support where necessary • Liaising and giving advice to staff • Nurturing good behaviour throughout the school
Who are the best people to talk to in the school/college about my	Headteacher:	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Ensuring the safety and wellbeing of all pupils

child's/young person's difficulties with learning/ Special Educational Needs/Disabilities?	Mrs Rebecca Lennon	<ul style="list-style-type: none"> • Making sure the curriculum offered at Brighstone Primary School is stimulating and accessible to all • Monitoring the quality of teaching and learning for all pupils • Monitoring and reporting on progress and achievement for all pupils
Who are the best people to talk to in the school/college about my child's/young person's difficulties with learning/ Special Educational Needs/Disabilities?	SEND Governor: Jane Thomson	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Meeting regularly with the Headteacher and SENCo to monitor and evaluate the quality of provision made for pupils who have been identified as SEND • Ensuring the school provides the appropriate support for pupils with SEND

WHAT DIFFERENT TYPES OF SUPPORT ARE AVAILABLE FOR CHILDREN WITH SEND IN OUR SETTING?

Children and young people attending Brighstone Primary School will get support that is tailored to their individual needs. This may be provided by a number of people/agencies.

- The class teacher
- Other staff in the school, including Learning Support Assistants (LSAs)
- Staff who will visit the school from the Local Authority central services such as Speech and Language therapists
- NHS support services such as Occupational therapists or the school nursing team
- Consultants with Hampshire and Isle of Wight Educational Psychology Service (HIEPS)

	Support provided	What would this mean for your child?	Who can get this kind of support?
What different types of support are available for all children at Brighstone Primary School?	High Quality Inclusive Teaching (HQIT)_	<p>Brighstone Primary School promotes high quality inclusive teaching for all our children. Every teacher is a teacher of all the pupils in their class, which includes those with SEND. Children with SEND are entitled to be taught by their class teacher, and not always by a Learning Support Assistant (LSA). Our teachers are responsible for the learning, progress and attainment of all their children and aim to spend some of their time working with all pupils, either individually or as part of a group.</p> <p>We have high expectations for all pupils. Our goal is to provide a</p>	All children

		<p>curriculum which is tailored to the children's needs whilst at the same time being suitably challenging to stretch and extend their understanding. The learning activities provided will be adapted /scaffolded to ensure that learning is accessible to all children.</p> <p>Our teachers have a toolkit of high quality inclusive teaching strategies to promote the independence and participation of all children in their class.</p> <p>High quality inclusive teaching may include:</p> <ul style="list-style-type: none"> • The teacher using a visual timetable to discuss with the children the structure of their day and what they will be doing next • Ongoing responsive assessment, monitoring and review of progress for each child • Thorough modelling of an activity, including the teacher 'talking out loud' to reveal their own thought processes as an experienced learner • Well-sequenced, progressive lessons • When designing tasks, teachers will consider the inherent cognitive load and remove any unnecessary difficulty; e.g. using smaller numbers when a new maths concept is being taught • Task planners – both whole class and individual, to support children to remember what they have to do next. These will use simple visuals • Dual coding - using pictures to support written words/explanations • Visuals to support the structuring of written work and to prompt ideas • Word banks/sound charts/sentence starters/ colour-coded mind maps • Reading material adjusted for reading level • Explicit teaching of key vocabulary • 'Keep up' sessions as needed • Frequent, planned revisiting of previous learning e.g. Flashback 3 	
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		<p>sessions at the beginning of lessons</p> <ul style="list-style-type: none"> • Focused teaching groups • Sensory breaks e.g. 'wake up shake up' activities, handing out books, fidget toys • Access to 'hands on' learning in context • Questioning tailored to the starting point of each child, including pre-warning of questions for some children, or options • 'Wait time' - giving enough time for children to process and compose an answer • Children encouraged to look, listen and not call out using visual prompts • Specific praise for showing good learning behaviours • Positive management of behaviour in the classroom <p>Regular lesson observations and book scrutinies will be carried out by the SENCo and members of the leadership team to ensure that the needs of all children are met and the quality of teaching and learning is high.</p>	
What different types of support are available for all children at Brighstone Primary School?	Teacher planned intervention/ evidence-based intervention	<p>Any child who is highlighted as not making expected progress will be monitored and then discussed at termly pupil progress meetings. If appropriate, an evidence-based intervention will then be put in place to fill any gaps, practice a skill etc. This is the responsibility of the class teacher and other adults working in the classroom and may involve small group work or 1:1 support. Decisions around additional support will be made on a personal basis, taking into consideration the whole child.</p> <p>Evidence based interventions may include :</p> <ul style="list-style-type: none"> • Read Write Inc. – includes speed sound lessons and paired reading sessions • Nessy - a computer-based program designed to improve reading and spelling skills • Paired Reading/extra reading – to promote reading fluency and comprehension skills 	<p>Any child not making expected progress.</p> <p>This might include children with a specific learning difficulty such as dyslexia.</p>

		<ul style="list-style-type: none"> • LEGO Therapy - children work together to build LEGO models and through this have the opportunity to develop social skills such as turn taking, collaboration and communication as well as practising giving and following instructions • Sensory Circuits - a daily sensory motor skills program that helps to set children up for a school day. It enables children to reach the level of alertness needed to concentrate during lessons and, for some children, supports them to part from their carers more easily • Precision Teaching - regular over-learning of the reading of mainly common exception words and the spelling of common exception words • Vocabulary pre-teach - to pre-learn or revise key vocabulary from the wider curriculum • Hertfordshire Phonological Awareness Intervention - activities which target gaps in children's phonological understanding • Zones of Regulation - a session to develop strategies for individual children to use when they are feeling dysregulated • ELSA - support from an adult trained in emotional literacy for a range of SEMH needs <p>The provision is monitored and tracked by the class teacher and/or the SENCo.</p>	
What are the different types of support available for children with SEND in this school?	Teacher planned intervention/ evidence-based interventions/ Intervention programmes from School Speech and Language Team	<p>Pupils who do not make progress, despite high quality inclusive teaching and targeted support, will receive a tailored programme of support to meet their individual needs. This will be recorded on a personal provision map. The map will note a student's strengths and barriers to learning as well as particular strategies to use in the classroom to support them. It will, in addition, record the interventions that they are to participate in. Interventions will have measurable targets which allow progress to be tracked.</p> <p>Parents receive a copy of the provision maps and are invited to discuss all</p>	<ul style="list-style-type: none"> • Any child who needs individual support, who is identified as SEND support or is in receipt of an Education, Health and Care plan EHCp. <p>This could include:</p> <ul style="list-style-type: none"> • A child who experiences cognition

		<p>provision with the class teacher and SENCo. Individual provision maps are reviewed termly by the class teacher in collaboration with the SENCo. All children with an Education, Health and Care plan (EHCP) have a plan tracked by the SENCo and class teacher.</p> <p>Interventions might include some of those listed above as well as more specialized interventions planned by outside agencies.</p> <ul style="list-style-type: none"> • Colourful Semantics - helps children to compose grammatically correct sentences using a colour coding system • Speech and language programmes - an individual programme of activities designed by speech therapists to strengthen specific language skills • SEND Planning Tool - to support the planning of a progressive learning journey for children working below the level of their year group. Curriculum statements are broken into smaller, more achievable steps • Social stories - are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why • Individual visual timetable - a set of pictorial representations to help children to understand how their day is structured and what's going to happen next. Children will remove activities as they are completed • Tailored ELSA (Emotional Literacy Support Assistant) sessions to support children with anxiety and well-being issues • Zones of Regulation - a system that helps children to regulate their own emotions and gives them strategies to help calm them and get them ready to learn • Memory Fix - a working memory intervention which teaches strategies to support working memory • Personalised reward programme - to reward good learning behaviours 	<p>and learning difficulties (CL)</p> <ul style="list-style-type: none"> • A child with a Speech, language and communication needs (SLCN) • Children with Autism Spectrum disorder/ or ADHD • Children with Social, emotional and mental health needs (SEMH) • Children with visual Impairment, hearing impairment or physical difficulty
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		<ul style="list-style-type: none"> • Behaviour plan - to ensure all staff understand how to help a child regulate their behaviour • Individual adaptations as required e.g. enlarged print, exercise books with coloured pages, coloured overlays, task plans 	
		<p>Our school offers support for children's emotional wellbeing and their mental health needs through, interventions undertaken by our two ELSAs (Educational Literacy Support Assistants), Jigsaw PSHE/RE lessons and a network of trusted adults who have a good understanding of the children in their care.</p> <p>Children who need this type of support will be discussed with the SENCo, ELSAs, Headteacher and their parents/ carers. The referring adult will fill in a form detailing the child's specific need and any related targets.</p> <p>This support may be:</p> <ul style="list-style-type: none"> • 1:1 support from ELSAs or a trusted adult • Support for a small group experiencing similar difficulties • Support during Jigsaw PSHE lessons • Support during break times • Referral to CAMHs (Children & Adolescent Mental Health Services) • Counselling support • Young carers' support • Early Help Assessment • Bereavement support • Bespoke Pastoral Support 	<p>All children who have been highlighted as having an emotional, social or mental health need (SEMH).</p>

<p>How can I let the school know I am concerned about the progress of my child in school?</p>	<p>The first point of contact should always be your child's current class teacher. All of our teachers are happy to discuss any concerns about a child's progress. Class teachers can be contacted via the class email or, if a message is left with the office, a convenient time can be arranged for a meeting or a phone call home.</p> <p>If any parent/carer still has concerns after having spoken to the class teacher then the SENCo, Mrs Sue Boyd, can be contacted and a meeting then be arranged between parents/carers, the class teacher and the SENCo to discuss next steps.</p>
<p>How will the school let me know if they have any concerns about my child?</p>	<p>Class teachers will keep you informed if they have concerns about your child. Teachers will usually arrange to have a meeting with you or, if more convenient for you, can contact you via the class email or a phone call. By arrangement, the SENCo can also be present at these meetings.</p> <p>There are timetabled parental consultation meetings throughout the year where information on a child's progress will be shared. A full school report will be issued at the end of the year.</p>
<p>How is extra support allocated to children and young people and how do they move between the different levels?</p>	<p>All adults in the class contribute to monitoring forms located in class SEND files, for targeted children, detailing any observations about a child's behavior, difficulties with set work, toileting issues or their emotions and worries etc. This allows patterns to be noted and ensures that important information about a child is captured. One page profiles are produced at the beginning of the year for children who need some level of support/monitoring, briefly detailing how they like to be supported in lessons and any high quality inclusive teaching strategies that particularly benefit them. These are working documents and are amended as needs change.</p> <p>Assessment of all children is ongoing throughout the year using a variety of different methods e.g. termly standardized testing, low stake quizzes, targeted questioning and regular book marking. Initially, if a child is not making good progress, then the class teacher will plan extra targeted support to try to remove any barriers to learning, to address misconceptions or to give more practice in a new skill. A graduated approach will be taken, involving the assess, plan, do, review cycle. Support will be refined as a result of this process.</p> <p>At termly pupil progress meetings, the class teacher, LSA, SENCo, FLO and Headteacher will discuss the children who are making insufficient progress with their learning. Any child not making good progress, despite targeted support, will be identified. At this point, if a child has an identified need, which requires additional provision, then they will be placed on our SEND register. This is called 'SEND support'. Specialist agencies e.g. the educational psychologist or speech and</p>

	<p>language team, may be asked for advice on how best to support a particular child's needs. This will feed into an individual provision map, which will give details of a child's strengths and their barriers to learning as well as highlighting classroom strategies to support them in lessons. Interventions with measurable targets will be listed on the map and their progress towards the targets monitored termly. Individual provision maps are seen as working documents and are amended by staff during the term.</p> <p>The decision to place a child on SEND support will be fully explained and discussed with parents. Time away from mainstream learning will be kept to a minimum to ensure that children experience the same full school curriculum as their peers.</p> <p>Children recorded on the SEND register may be removed if they no longer require this high level of support. These children will continue to be monitored closely.</p> <p>Should any child on SEND support still experience significant difficulty in making progress in our setting, and following consultation with parents, then an assessment for an Education, Health and Care Plan (EHCP) will be requested. Guidance from the Local Authority will be followed to help make these decisions.</p>	
What specialist services are available at or accessed by the EY setting/school/college?	A. Directly funded by the school	<ul style="list-style-type: none"> • Learning Support Assistants (LSAs) • Higher level teaching assistant (HLTA) • Educational Psychology Service (HIEP) • Emotional Literacy Support Assistants (ELSA) x 2
	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> • Schools' Speech and Language Team (SSLT) - termly planning meetings with the speech therapist offering support and advice to the school. • Speech and Language therapy support for children with an EHCP which includes a speech and language need • Visual Impaired service • Hearing Impaired service • Educational Psychology support for EHCPs • Primary Behaviour Service (PBS)
		<ul style="list-style-type: none"> • Speech and Language Therapy (under 5's and more complex needs)

	C. Provided and paid for by the Health Service but delivered in school	<ul style="list-style-type: none"> • School Nurse • Occupational Therapy
<p>How is staff in the school supported to work with children & young people with SEND?</p> <p>What training have the staff supporting children with SEND had or have available?</p>	<ul style="list-style-type: none"> • We employ a part-time, SENCo, Mrs Sue Boyd, who has the National Award for SEN Co-ordination (NASENCo), and a full-time Family Liaison Officer, Mrs Melissa Jones. These both give advice regarding the support of children with SEND. There are regular meetings with teachers to discuss and plan for specific children's needs. • All of our staff have been trained in the evidence-based interventions for targeted support. This has included Read Write Inc. training and ongoing coaching. • We commission bespoke training for staff to support the needs of the school and their own career development. Currently, we are accessing training from the School Speech and Language Team, the Primary Behaviour Service (PBS), and the Hampshire and Isle of Wight Virtual school and HIAS. • The SENCo attends the SENCo network briefings on a termly basis, where up to date information concerning special educational needs is shared and discussed. She also attends SENCo Circles on a half termly basis run by Hampshire Educational Psychology Service, where training is provided and school needs are discussed. • Staff have received training from the Autism Outreach Service, which focused on supporting the sensory needs of autistic children in the classroom. Some members of staff also attended a 6 week training course run by Autism Hampshire on supporting children with autism. • A member of staff is currently accessing the SWAN project, which is focusing on neuro-diversity. • Within the school there is a culture of sharing good practice. In-house training is given in staff and LSA meetings to share expertise and to disseminate new skills gained from training. • All staff have access to a range of virtual courses from the National College. • Learning Support assistants (LSAs) continue to receive coaching from the speech and language team on programmes for individual children. 	
How will activities/teaching be adapted for my child/young person with learning needs?	<p>The class teacher will plan learning for all pupils within the class. This is achieved by adapting tasks or by providing scaffolds so the tasks can be more easily accessed. This might include using visual prompts or concrete resources. Some children will have individual learning journeys, linked to the class learning journey, but based on curriculum statements from the year group at which they are working. All learning journeys will contain appropriate challenge to ensure pupil's progress.</p> <p>The class teacher may discuss how a child with a particular need can be supported with the SENCo. Children with SEND will have access to the appropriate resources and supports in order for them to make progress. If any specialist equipment is needed the school will endeavour to source it</p>	

	<p>The class teacher, SENCo and senior leadership team will monitor data to check progress.</p>
<p>How will I know how my child/young person is doing and how will you help me to support my child/young person's learning?</p>	<p>The class teacher will be available to discuss your child's progress and the support that they are receiving. Class teachers are always happy to discuss your child's needs and therefore if you have any questions or concerns you can arrange to speak to them at a mutually convenient time.</p> <p>If your child is receiving tailored support because they have an identified learning need and they are on the SEND register, a plan called an individual provision map will be written for them. Individual provision maps are developed collaboratively by the class teacher and SENCo, with additional input from parents. These include ways to support a child at home. When individual provision maps are reviewed, progress will be discussed and the plans changed as needed.</p> <p>Children who have EHCPs have annual reviews where parents, professionals and school staff meet to celebrate their achievements and to consider next steps. This is part of the statutory process and a formal report is written.</p> <p>Children will be given homework activities, focusing on a specific area of the curriculum, to complete at home each half term. In addition, they will be asked to read daily and to practise a list of spellings. Where appropriate, some children will be given log ins to access educational computer games such as Times Table Rock Stars and Nessy (a reading and spelling app).</p>
<p>How will the school measure the progress of my child?</p>	<p>As a school we track and analyse children's progress against age related expectations throughout the year to ensure the teacher and team know where the child is in their learning journey.</p> <p>Children are assessed in Reading, Spelling and Maths using standardised tests, which take place once every term. Writing is teacher assessed.</p> <p>The class teacher continually assesses each child and notes areas where further support is needed.</p> <p>As children with additional needs may make progress in smaller steps, different criteria are applied. Small, manageable targets are set to show progress in interventions. The lowest 20% of readers are tracked using the Salford Reading Assessment and those that continue to need phonics interventions are assessed half termly using Read Write Inc. assessments.</p>

	<p>Every term, during pupil progress meetings, teachers meet with the SENCo and headteacher to review pupils and identify support.</p> <p>In circumstances where teachers decide that a pupil's attainment is unsatisfactory, the SENCo and teacher will review the approaches adopted. Where support additional to normal classroom practice is required, a child will be given SEND support. Whether adequate progress has been made is the crucial determining factor in deciding to provide additional support.</p> <p>Adequate progress is defined as that which:</p> <ul style="list-style-type: none"> ○ narrows the attainment gap between the pupil and their peers ○ prevents the attainment gap increasing ○ is equivalent to that of peers starting from the same baseline but less than the majority of peers ○ equals or improves the pupil's previous progress rate ○ shows an improvement in self-help, social or personal skills ○ shows improvements in the pupil's behaviour.
<p>What is the pastoral, medical and social support available in the school?</p> <p>What support will there be for my child's overall wellbeing?</p>	<p>We are a nurturing and caring school and the best outcomes for all our children are central to our vision. All staff monitor the wellbeing of pupils in school and any concerns, however small, are recorded on MyConcern, an online system monitored by the Designated Safeguarding Lead (DSL) Mrs Jones and the Deputy Designated Safeguarding Leads (DDSLs) Mrs Lennon and Mrs Aram.</p> <p>On a day to day basis the class team will have responsibility for pastoral, social and medical needs. All Learning Support Assistants (LSAs) are First Aid Trained. Any Learning Support Assistants (LSAs) working with early years children will be Paediatric First Aid trained.</p> <p>Other support available in school:</p> <ul style="list-style-type: none"> ● Support from an ELSA (Emotional Literacy Support Assistant) ● Kind and supportive relationships between staff and pupils ● Clear rules and boundaries consistent throughout the school ● Promoting Positive Behaviour Policy that all staff adhere to ● Weekly celebration assembly

	<ul style="list-style-type: none"> • Bee-Haviour award for kind and caring choices • Sports awards
What support is there for behaviour, avoiding exclusion and increasing attendance?	<p>At Brighstone Primary School we endeavour to support any child with a behavioural need by trying to identify the underlying cause of that behaviour and supporting the child and family in ways to help improve their situation. All staff are aware that “behaviour is communication”.</p> <p>Support includes</p> <ul style="list-style-type: none"> • Behaviour Support Plan • Positive Behaviour Policy • 1:1 / small group intervention work • Early Help Assessment/Plan • Advice from Educational psychologist (HIEP) • Family Liaison (FLO) support for families to remove barriers to attendance – breakfast club • Bespoke Pastoral support • Working with outside agencies to gain advice and support when needed
What approaches are used in Early Year’s (EY) settings to manage behaviour?	<ul style="list-style-type: none"> • Golden rules (visuals cues) to promote good listening/sitting/looking/attending skills • Visual timetable • Positive reinforcement for good choices • Regular circle time to discuss good behaviour and learning choices • ‘I can’ book to celebrate success for certain children as needed • Modelled social interactions
What support does the school have for me as a parent of child with a SEND?	<p>We run an open-door policy where parents are free to make an appointment to chat to class teachers and the SENCo if they have a problem they need to discuss.</p> <p>We also offer Early Help Assessments to those families that meet the criteria. Through these, further support network can be accessed such as parenting support.</p> <p>We can signpost to other services e.g. the Wellbeing Service or Youth Trust counselling or parenting courses.</p>
How are young people with	Children are regularly asked about how they feel about their learning.

<p>SEND currently involved in their education at your setting?</p>	<p>Children with SEND are members of the school EARA (Equality and Rights Advocates) group and the school council.</p> <p>Children contribute their ideas on how they would like to be supported in school. These are detailed in a One Page Profile, that is easily accessible in the class SEND folder.</p>
<p>How does the school manage the administration of medicines?</p>	<p>Medication can only be dispensed on completion of a permission form or Healthcare Plan, stating clearly the dosage/type of medication to be given.</p> <p>Medicines are kept securely in the school office or fridge (as appropriate). This is in line with the school's policy on administering medication. Please see the schools policy on administering medicines.</p> <p>All staff have had training from the Diabetic nursing team and key staff have had Epi-pen training. We have training for particular needs as they arise, specific to individual children.</p> <p>We seek advice from the school nurse re health issues.</p>
<p>How accessible is the school environment? (including after school clubs and school trips)</p>	<ul style="list-style-type: none"> • We have a disabled toilet and shower room. • There is always somebody in the school office until at least 4pm every day. • Trips and visits are encouraged and made accessible for all. • Risk assessments are always carried out prior to any school trips. If difficulties are identified for specific children, these will be shared with the parent/carer and a solution sought prior to the trip taking place.
<p>How will the school support my child/young person when they are leaving? OR moving to another year?</p>	<p>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.</p> <p>We run transition sessions at key points in the year for our Year 6 children and also offer bespoke Emotional Literacy Support (ELSA) support for children that need support around feelings of anxiety and making new friends. We have close links with all the secondary schools and have meetings with them and parents for those more vulnerable children moving up to Year 7. We also facilitate as many visits as we feel necessary for children to complete a smooth transition.</p>

	<p>We have close links with our on-site pre-school and run play afternoons during the summer term to ensure that transition is as smooth as possible. Our class teacher visits every child in its pre-school or nursery to support transition. Home visits are offered to every family who begins school at Brighstone.</p> <p>If your child is moving to another school, we will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all your child's records are passed on.</p> <p>When moving classes in school, information will be passed on to the new class teacher and where possible a planning meeting will take place with the new teacher. All provision maps will be shared with the new teacher.</p>
What are the arrangements for handling complaints from parents of children with SEND about the provision made at school?	<p>It is in everyone's interests for complaints to be resolved as quickly and effectively as possible. Our SEND complaint procedure is as follows:</p> <ul style="list-style-type: none"> • Initially the complaint is dealt with by the class teacher. Class teachers will listen to all the points raised and seek ways to address the issues. • If the matter remains unresolved, the complaint will be dealt with by the SENCo or a member of the senior leadership team. • If there is still no resolution the Headteacher will become actively involved. • If the matter is still not resolved, the complainant must put their complaint in writing to the Chair of Governors and the Governing body will deal with the matter through their agreed complaint resolution procedures. • The school's Complaints Policy is available on the school website.
Where can I get further information about services for my child?	<ul style="list-style-type: none"> • Family Liaison Officer – Mrs Jones • School Newsletter (Buzz)/Facebook Page • Isle of Wight Family Centres (Youth Trust, Barnardos) • SENDIASS (Special Educational Needs & Disabilities Information Advice & Support Service) <p>Further information about what is on offer across the island can be found on the Council website and the Isle of Wight Local Offer www.iwight.com/localoffer</p>

Glossary of Terms:

CL - Cognition and Learning
DSL – Designated Safeguarding Lead
EHCP - Education and Health Care Plan
ELSA – Emotional Literacy Support Assistant
HIEP - Hampshire and Isle of Wight Educational Psychology
LSA - Learning Support Assistant
SEMH - Social Emotional and Mental Health
SEND – Special Educational Needs or Disability
SENCo – Special Educational Needs Coordinator
SENDIASS - Special Educational Needs & Disabilities Information Advice & Support Service
SLCN - Speech, language and Communication need
SLT - Schools' Speech and Language Team