

## Brickhouse Primary School - Local Offer 2022-23

Brickhouse Primary School is a fully inclusive school, which ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEND, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils. Children are identified as having SEND when their progress has slowed or stopped and the interventions, resources etc. put in place do not enable improvement.

### Progress of children with SEND at Brickhouse Primary School

No stone is left unturned as you continually seek ways to improve the chances for every pupil in your school. As one pupil said, 'We are all special, we are all different.' This ethos permeates throughout the school. **OFSTED 2017**

Leaders ensure that meeting the needs of disadvantaged pupils is a high priority. The additional funding for these pupils is used in a variety of ways to support not only their academic progress, but also their social and emotional needs. Disadvantaged pupils are making at least expected progress in reading, writing and mathematics, and in many cases, better than expected progress. Their progress in all year groups currently is at least in line with non-disadvantaged pupils in school. **OFSTED 2017**

### Universal Offer

This is what the school offers to all children including those who may have difficulties in learning or difficulties with behaviour or physical/medical needs.

As a parent/carers or young person you can expect that:

- The school informs you about their policies and approaches to learning, including how they work with children who have learning difficulties.
- The school welcomes you and your child and take the time to discuss your child's needs before they start school.
- The teachers and support staff who teach your child have had professional development and training so that they know about how children learn including those children who have difficulty in learning.
- The school should be able to tell you about the programmes which they are able to offer, in addition to what is available day to day in the classroom if children need a boost to their skills. This will include literacy, numeracy and behaviour programmes to support children's learning. Some schools set this out in a provision map. **See page 4.**
- The teachers who teach your child are able to accurately assess the attainment at which he/she is learning from Foundation Stage and P level (P levels help to measure progress for children who are working below expected attainment) to National Curriculum at primary and to GCSE at secondary school.
- The teachers who teach your child are able to differentiate (plan tasks for children at different stages of learning in the same class) so that your child is given work to do at a level where they will be able to complete the task independently, or with a little support.
- The teacher will use a range of resources and strategies and teaching methods to take account of any barriers to learning.
- The school will keep you informed about how your child is progressing at least twice yearly and through a written annual report detailing progress and will be happy to discuss your child's progress, at other times, if you make an appointment. As a child or young person you should always know how well you are doing and what you need to work on to improve further.
- The school will put in place a range of short term, small group or individual programmes (interventions) that may help your child to 'catch up' if they fall behind in reading, writing or maths or if they have difficulty managing their behaviour. The school will keep you informed if your child needs one of these interventions and work in partnership with you to give it the best chance of being successful.

- These interventions are sometimes at a level called Wave 2. The school will explain which intervention is being used, tell you how long it will last and what progress they are expecting that your child will make. They will meet with you at the end of the intervention period to discuss progress.
- School may ask you if they can consult with a speech and language therapist, advisory teacher or educational psychologist to give staff and yourself as the parent, advice on strategies which may help your child's learning and/or behaviour.
- School will inform you if your child needs a more intensive or individualised level of intervention in order to make progress in their learning. The school's Special Educational Needs Coordinator SENCo may talk to you about this. (All schools have to have a SENCo with experience and/or additional qualification in special educational needs and this person will meet with you and advise staff in the school, about how best to help your child to make progress.)
- The school will also be able to signpost you to support, advice and any extra curricular activities that may be available.

## Brickhouse Primary School - Whole School Provision Map

Area of Need	Wave 1	Wave 2	Wave 3
	Provision	Provision	Provision
Cognition & Learning	<ul style="list-style-type: none"> <li>· Differentiated Curriculum</li> <li>· Differentiated Delivery</li> <li>· Differentiated Outcome</li> <li>· Increased Visual Aids</li> <li>· Visual Timetables</li> <li>· Illustrated Dictionaries</li> <li>· Use of Writing Frames</li> </ul>	<ul style="list-style-type: none"> <li>· SALLEY</li> <li>· Parent Volunteers - Whole Class Reading</li> <li>· Year 2 Booster Group</li> <li>· Year 6 Booster Group</li> <li>· Phonics Catch-Up</li> <li>· Group Support in English</li> <li>· Group Support in Mathematics</li> <li>· Trugs</li> <li>· Inference Intervention</li> <li>· VIP</li> <li>· Tutoring with the Lightening Squad</li> <li>· Reciprocal Reading</li> </ul>	<ul style="list-style-type: none"> <li>· Five Minute Box</li> <li>· Sound Discovery</li> <li>· Five Minute Number Box</li> <li>· 1-1 Withdrawal</li> <li>· 1-1 In-Class Support</li> <li>· Speech &amp; Language Intervention</li> <li>· PECS</li> <li>· Wellcomm</li> <li>· Orchard Curriculum</li> <li>· Enable Plus</li> <li>· SENI</li> <li>· SEWI</li> <li>· Max's Marvellous Maths</li> <li>· Talk Boost</li> <li>· Trugs</li> <li>· Toe by Toe</li> <li>· Sulp</li> </ul>

<b>Communication &amp; Interaction</b>	<ul style="list-style-type: none"> <li>· Flexible Teaching Arrangements</li> <li>· Structured School and Class Resources</li> <li>· Differentiated Curriculum Delivery</li> <li>· Differentiated Outputs</li> <li>· Increased Visual Aids</li> <li>· Visual Timetables</li> <li>· Use of Symbols and Pictures</li> </ul>	<ul style="list-style-type: none"> <li>· <b>SALLEY</b></li> <li>· Parent Volunteers - Whole Class Reading</li> <li>· Year 2 Booster Group</li> <li>· Year 6 Booster Group</li> <li>· Phonics Catch-Up</li> <li>· Group Support in English</li> <li>· Group Support in Mathematics</li> <li>· Trugs</li> <li>· Inference Intervention</li> <li>· VIP</li> <li>· Tutoring with the Lightening Squad</li> <li>· Reciprocal Reading</li> </ul>	<ul style="list-style-type: none"> <li>· <b>Five Minute Box</b></li> <li>· <b>Sound Discovery</b></li> <li>· <b>1-1 Withdrawal</b></li> <li>· <b>1-1 In-Class Support</b></li> <li>· <b>Speech &amp; Language Intervention</b></li> <li>· <b>PECS</b></li> <li>· <b>Wellcomm</b></li> <li>· <b>1-1 with Learning Mentor</b></li> <li>· <b>Makaton</b></li> <li>· <b>Sandwell Learning Ladders</b></li> <li>· <b>Enable Plus</b></li> <li>· <b>Trugs</b></li> <li>· <b>Toe By Toe</b></li> <li>· <b>SULP</b></li> </ul>
<b>Emotional, Behavioural and Social</b>	<ul style="list-style-type: none"> <li>· Whole School and Class Reward System</li> <li>· Whole School and Class Rules</li> <li>· Whole School Policy for Behaviour</li> <li>· PHSE Lessons</li> <li>· Circle Time</li> </ul>	<ul style="list-style-type: none"> <li>· PSHE Lessons</li> <li>· <b>SALLEY</b></li> <li>· Parent and Child Play Sessions</li> <li>· Circle Time</li> <li>· Anger Management</li> <li>· Trugs</li> </ul>	<ul style="list-style-type: none"> <li>· <b>Nurture</b></li> <li>· <b>1-1 with Learning Mentor</b></li> <li>· <b>Family Intervention with SWPSO</b></li> <li>· <b>1-1 Withdrawal</b></li> <li>· <b>1-1 In-Class Support</b></li> <li>· <b>1-1 Behaviour Program - Charts</b></li> <li>· <b>Sandwell Learning Ladders</b></li> <li>· <b>Emotion Coaching</b></li> </ul>
<b>Sensory &amp; Physical</b>	<ul style="list-style-type: none"> <li>· Flexible Teaching Arrangements</li> </ul>	<ul style="list-style-type: none"> <li>· Parent and Child Play Sessions</li> </ul>	<ul style="list-style-type: none"> <li>· <b>1-1 Withdrawal</b></li> <li>· <b>PECS</b></li> </ul>

	<ul style="list-style-type: none"> <li>· <b>Teacher Awareness of Sensory &amp; Physical Impairment</b></li> <li>· <b>Availability of Resources</b></li> </ul>	<ul style="list-style-type: none"> <li>· <b>Write-Dance</b></li> <li>· <b>Fun Fit</b></li> </ul>	<ul style="list-style-type: none"> <li>· <b>Teacch</b></li> <li>· <b>Use of Specific Resources or Equipment</b></li> <li>· <b>Sandwell Learning Ladders</b></li> <li>· <b>Fun Fit</b></li> <li>· <b>SULP</b></li> </ul>
--	---	--	---

### **Additional SEND Support Offer**

The Department for Education provides every school with funding that is different for each school, but is to support children with SEND. The amount of funding means that most children's need for support and interventions can be met without the need for a EHCP. What you could expect to see in school is set out below.

- The Government expects that all children should make at least expected progress from Key Stage 1-2. School should discuss with you how their intervention programmes are helping to achieve these longer term goals and, if progress is slower, why this might be.
- If your child is not making progress in their learning or they have difficulty in managing their behaviour despite the school using all the strategies outlined at the Universal Offer, then he/she may need a higher level of support/intervention to help them make progress. School will invite you to a meeting to gather your views and explain what new strategies and support could be put in place.
- The school will continue to offer all the support and teaching strategies available at the Universal Offer level. The school will be able to tell you what programmes they have to support reading, writing, maths and emotional/behavioural difficulties that they assess will support your child.
- If your child has a particular learning or behavioural difficulty such as hearing impairment or visual impairment, a diagnosis of attention deficit disorder, autism, speech and language, moderate learning or specific learning difficulty; teachers and support staff in the school will seek additional professional development/training to ensure that they can best meet your child's needs.

- The school may/will ask for advice from an outside agency such as speech and language therapist, advisory teacher, HI/VI teacher or an educational psychologist to assess your child and recommend strategies and programmes to improve progress. As a parent you can request that school seek outside agency advice at any time. Agencies will respond as quickly as possible to school or parental requests. Click on the link to see information about [access to the Inclusion Support Team](#)
- School will put in place programmes which will mean your child works 1:1, or in a small group, with a teacher or a member of the support team on the aspects of learning or behaviour with which they are having difficulty. These programmes may last as long as 20 weeks; you should be told how long the intervention will last and what progress is expected.
- Your child may have some support in class for some lessons, if the school thinks this will help him/her to make progress. Your child will not always need, or benefit from 1:1 support in class, because they need to learn to work independently. School will discuss with you whether this type of support would be helpful, in which lessons, and for how long the support will be in place.
- You will be invited to a meeting which informs you about the programme or programmes to be used, why they have been chosen and what progress they are expecting your child to make. You should be invited to a review meeting to discuss progress.
- If your child has made progress, then school will discuss with you:
  - whether their needs be a further period of intervention;
  - if your child needs to use the strategies they have learned in the classroom for a period before putting a further programme in place;
  - or, that such good progress has been made that support is no longer needed.
- If your child has not made progress the school should consult with outside agencies to seek further advice on strategies and programmes.
- If the outside agency makes an assessment, you will be invited into school to discuss how the programme and support will change; how you can help and when there will be a meeting to review the new programme.

- These measures should ensure that your child makes progress at the best possible rate but school will continue to review the programmes used and meet with you as a parents and should offer you a meeting at least once a term.
- If you are not happy about your child's progress, ask for further meetings with staff in school and outside agencies to ensure that you have confidence in the provision.
- If you wish to complain about the school's response to meeting your child's needs, you must first raise your issue with the head teacher. If you are still unhappy raise your concerns with the Chair of Governors at the school. If you are still not satisfied, then register a complaint with the Local Authority at Sandwell Council House. The Parent Partnership Service is also there to help and your school will have the contact details.

### **Education and Health Care Plan for SEND**

- Children who have severe levels of physical, learning, communication or emotional/ behavioural difficulty, that are lifelong and complex, may need a Education and Health Care Plan (EHCP). If the LA agrees to begin the process; a EHCP takes 20 weeks to complete. Your child will continue to be supported from the school's SEND resource while the EHCP is completed.
- For most children this is likely to be initiated following the assessment made between 2 and 2 1/2 years of age by the health visitor. There may be other children whose needs are not initially apparent who have degenerative conditions or who have a later diagnosis who will still require a EHCP due to the complexity of their need.
- The EHCP will specify for the school what sort of provision your child will need in order to access the curriculum and make progress. It is likely to be highly individualised.
- Staff in the school will access additional professional development in order to ensure that they have the skills to teach your child
- Your child will also have access to all the provision detailed on the school's provision map, in the Universal Offer and Single School Based Category of SEND which are appropriate to their learning needs
- Many children who need a statement will be educated in a mainstream school but your child may benefit from a special school placement or focus provision placement. The options will be discussed with you as the EHCP is developed.



- The school will keep you informed about the progress your child is making through assessment and termly review and the Annual Review of the EHCP.
- If your child is not making expected progress, then the school should request additional advice from outside agency staff or special school outreach staff who have additional expertise in respect of your child's difficulty.

### **Additional activities which are available for pupils with SEND**

Brickhouse Primary School is a fully inclusive school, which ensures that all pupils achieve their potential. We believe that additional experiences, provided by offsite educational visits, enhances the learning and social experience of the child. We endeavour to ensure that all children regardless of their SEND need are able to participate, this includes residential visits.

For further information with regard to SEND, please see the below plans and reports

<b>Our School Improvement Plan SEND Section</b>
---

<b>Our Accessibility Plan and Action Plan</b>
---

<b>Our Pupil Premium Report</b>
---------------------------------