

How do you teach children or young people with special educational needs and disabilities (SEND)?

We provide a graduated response to SEND to meet the needs of our children that come under the four broad categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and/or Sensory

At Isambard Kingdom Brunel Primary School (IKB) we do our best to tailor our provision to meet the needs of all our children. Class teachers will deliver ‘quality first’ teaching for all pupils in their class. Teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. This might initially be through adaptations, which means tailoring class-based learning to the needs of individual children, including changes to the classroom environment - these could be equipment or additional prompts that may be made available.

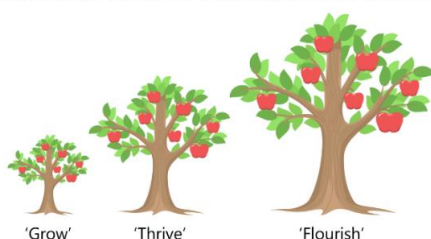
Children might have increased adult support either in class, outside the classroom, individually or in small groups - this could be to have additional time to focus on something the class is learning or a specific intervention to improve learning in a particular area. In some cases, the curriculum offered may need significant adaptations to meet the needs of individual children. If a child is still not progressing at the expected rate, despite these interventions, the child will be added to the SEND Register and a group or individual support plan will be put in place for specific intervention (Assess-Plan-Do Review Cycle). Parents and the child will be involved in discussions and decisions made regarding their provision. If progress continues to be limited the SENDCo, in liaison with the Trust SEND Lead will seek advice from outside professionals, through the use of the Somerset Graduated Response Tool in the first instance.



[SCC - Public - Somerset's Graduated Response Tool.pdf \(sharepoint.com\)](https://sharepoint.com)

Somerset's Graduated Response Tool

Ordinarily Available Provision for Children with Special Educational Needs



How do you decide whether a child or young person has SEND?

IKB staff including the Senior Leadership Team carefully monitor the achievement of all the children. When a child is not making expected progress in a particular area of learning, including emotional development, the school can quickly identify the need for additional support. Staff might use formal and informal assessment information, observations of children in class and the wider school, information from discussions with children, information from parents, information from previous settings and information from other agencies to help build a whole picture of the child. Other assessments may be used to help make a decision about whether a child has special educational needs such as Speech and Language assessments, Autism & Communication Reviews or Educational Psychologist assessments. Parents can raise concerns with their child's class teacher at any time.

What 'extras' do you offer children or young people with SEND?

At IKB children and parents/carers are offered support through our SENDCo bespoke to the needs of the individual child. In addition, the school currently has a member of staff who is mental health first aid trained as well as having experience of the 'Thrive' approach which supports children's self-esteem, behaviour and social and emotional development. At IKB we also have support through the Trust, as well as outside agency support. These all include Speech and Language, Autism and Communication, Educational Psychology, Creative Therapy & Specialist Assessments.

How do you make sure children or young people with SEND do well?

At IKB quality first teaching will be provided to all pupils and the class teacher will continually review progress through both informal and formal assessments. Lessons will be adapted to provide every child with high quality learning opportunities. Parents are informed regularly of the progress their child is making through parents' evenings, meetings and school reports. Where a class teacher has concerns about a child's progress, the parents will be informed and in the first instance some extra-targeted support in class may be provided. Where progress continues to be limited, more individualised support may be provided. All individual and small group support plans follow an Assess-Plan-Do-Review cycle and are written by the class teacher/SENDCo and shared with parents. As part of this process targets and programmes of learning are planned around discussions with the parents and the child so that they match the specific needs of the individual child and reviewed as appropriate, and then annually within an individual child's SEND Review. Alongside the class teacher, the SENDCo, Trust SEND Lead and Senior Leadership Team track the progress of all pupils to ensure that good progress is being made.

What facilities do you have to support children or young people with SEND?

All classroom environments at IKB are set up to be inclusive of all children, no matter their additional need. With additional empty classrooms at present there is ample space for children to use other classrooms should this be needed. Break times and lunchtimes are supervised by School Meals Supervisory Assistants (SMSAs) and wrap around care is staffed by IKB staff so there will always be an adult available that your child knows. Level, ramp and lift access is available to all areas of the school site. Our site is fully wheelchair accessible with wide doors and an accessible toilet and hygiene room. The classrooms are quiet, light and open and there are water sources readily available no matter where you are in the school. In addition to this, children can also access a sensory provision.

Do you have staff with specialist training or have 'experts' to support the academy?

At IKB good practice is regularly shared at staff meetings and there is input from the Trust Staff where appropriate – SENDCo (National Award for SEN Coordination), Trust SEND Lead (National Award for SEN Coordination & Attachment Lead in School) & Specialist Teacher (PGDip SpLD: AMBDA affiliated). In addition, The SENDCo attends SEND networks, briefings, conferences and cluster meetings as well as carrying out her own research to ensure the school receives the most up to date information regarding SEND, which is then disseminated to other staff. As previously highlighted IKB has access to an external Speech and Language Therapist, Autism & Communication Team and Educational Psychologist to add further expertise to the setting.

How do you support the wellbeing of children or young people with SEND?

At IKB a comprehensive Personal, Social, Health, Citizenship and Emotional (PSHCE) curriculum promotes children's good health and well-being. All staff, including the lunch time support team, wrap around care teams and office team work very hard to identify/respond to concerns raised by other staff, children and parents about children's well-being.

The IKB Positive Behaviour Policy is very comprehensive in the support and rewards offered in school and how children can deal with inappropriate behaviour and/or bullying. Class teachers have twice daily check ins with the children in their class (at the beginning of the day and after lunch) where any wellbeing issues/needs are addressed so that they do not impact negatively upon learning and a child's experiences at IKB. Pastoral support through friendship groups to develop social skills, self-esteem, improve confidence and tackle anger management issues are run as appropriate by various staff particularly at lunchtimes.

The IKB staff include first aiders, those trained to administer medicines and deal with other specific medical or selfcare needs that children might have and an additional member of staff who is also mental health first aid trained. IKB has accessible toilets and a hygiene room.

We regularly monitor attendance so that any issues are quickly identified. Class teachers and the senior leadership team work to support families where attendance is an issue.

What happens if a child or young person needs specialist equipment, services or support?

IKB distributes its resources according to priorities for supporting the different needs within the school. If a child has a specific SEND which requires specific support/equipment, it may be the case that the school applies for statutory assessment which will then provide additional funding from the Local Authority to support the child at school through the production of an Education, Health & Care Plan (EHCP). This funding will be used to provide these additional resources that are appropriate for the individual child.

How will I know if my child is doing well in school?

At IKB we really want to work closely with parents and therefore make sure we have very effective communication systems in place. We do this through an open-door policy approach to class teachers. We hold regular meetings including parent's evenings, held twice an academic year. There are review meetings for individual support plans, annual school reports for every child, as well as Annual SEND Review meetings. At these meetings it gives opportunities for professionals e.g. an Educational Psychologist to attend so that we can review a child's progress and plan next steps together.

Do you have 'out of school' or extra curricula activities children and young people can do?

IKB provides on-site wrap around care both before school, at our breakfast club, and after school with different options available to parents (for further information on these please contact the school office). IKB provides extracurricular activities that our pupils can engage in and these are offered on a rolling programme. These clubs are available to children with SEND and children without. Explicit arrangements are made for children with SEND, if necessary, e.g., ramps, specific equipment, staffing etc.

How do you support children and young people with transition or 'moving on'?

We work very closely with staff from a range of settings to ensure children have a smooth transition into or away from IKB. This might involve transferring of information and data, meetings with staff from both settings, meetings with parents and setting up a range of transition activities including visits to new schools or IKB and additional visits as appropriate. Children who join during the school year are invited to visit the school with their parents, before the child starts school. If the child has a particular special need or disability the SENDCo will liaise with the child's previous setting in order to establish a smooth transition. Children who are moving on to secondary school will have

the opportunity to visit their new school and a personalised and bespoke programme put in place as required. Transition meetings will also be held between school staff in order to ensure that any specific needs and requirements are communicated.

[What should I do if I disagree with what you are doing and want to make a complaint?](#)

In the first instance we would encourage parents to talk to the class teacher to see if the issue can be resolved. If afterwards the issue still is not resolved then we encourage parents to meet with the phase leader or a member of the senior leadership team to try and resolve the issue. However, if the issue can still not be resolved then IKB does have a formal suggestions and complaints procedure in line with The Blackdown Education Partnership, which can be found using the link below:

[BEP Website - Complaints Procedure, BEP, Sept23.pdf - All Documents \(sharepoint.com\)](#)

[Who do I contact for more information?](#)

If you have any questions about this report, or any other specific issues relating to SEND, please in the first instance contact: office@ikb.bep.ac or phone (01823) 795900.

Executive Headteacher/Headteacher IKB	Mr R Healey
SENDCo	Miss C Marney
Trust SEND Lead	Mrs C Owen

[Where do I find out more about what there is for children and young people with SEND and their families in the local area?](#)



[Somerset's SEND Local Offer](#)

The information and services on this website are for **all** children and young people with SEND that the local authority is responsible for, whether or not they have an Education, Health and Care Plan (EHCP), to help families to make the best decisions.

Review Date: February 2024

Stakeholders: Parents/School Staff & Governors

A handwritten signature in black ink, appearing to read 'Miss C Marney'.

Trust SEND Lead IKB SENDCo

Next Review date: February 2025

*This Information Report should also be read in conjunction with the SEND Policy & Accessibility Plan