



Bruche Primary School Academy SEND Report 2024 - 2025

This is the school SEND information report and responses to questions from Warrington LA Local Offer. Bruche Primary School is a primary academy working in Warrington Primary Academy Trust, catering for children between Nursery to Year 6 (age range: 2 – 11). We value the individuality of all children and are committed to giving all our children every opportunity to achieve their full potential. We actively seek to remove the barriers to learning and this means equality of opportunities must be a reality for all our pupils.

Answers to Parent and Carer Questions

1.	Who is the school's SENDCo and how do I get in touch with them?	<p>Our SENDCo is Miss H Kerrigan.</p> <p>Contact details:</p> <ul style="list-style-type: none"> - bruche.senco@wpat.uk - 01925 815772 <p>You can also request an appointment via the school office.</p>
2.	What kinds of Special Educational Needs and Disabilities are catered for at your setting?	<p>We provide support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2015:</p> <ul style="list-style-type: none"> - Communication and interaction - Cognition and learning - Social, emotional and mental health difficulties - Sensory and/or physical needs
3.	How does the school know if children/ young people need extra help?	<ul style="list-style-type: none"> - Information may be received from previous settings, parents/ carers, other professionals in external agencies. - Teacher observations show a pupil is struggling with a particular difficulty causing them to not be meeting age related expectations. - Observations of a particular difficulty meeting age related expectations. - Trained staff provide on-going teacher assessments and tracking of pupil progress which will identify possible areas of need. - Children may be identified as needing additional support through regular Pupil Progress meetings. - Concerns are raised by parents/ carers and these may lead to an assessment which identifies a particular need. - Staff identify a change in the pupil's behaviour. - A pupil asks for help as they find an area of learning more difficult – this would be explored further by the class teacher.
4.	What do I do if I think my child has special	<ul style="list-style-type: none"> - If there are any concerns, parents are encouraged to speak, in the first instance, to the child's class teacher.

	educational needs?	<ul style="list-style-type: none"> - Parents can also speak to our Special Educational Needs Coordinator (SENDCO), on their own, or with the child's class teacher. - If your child has not started at Bruche Primary School, the SENDCO would be the first point of contact.
5.	How will the education setting staff support my child/ young person?	<p>All of our class teachers are teachers of SEND and the school embraces an inclusive approach to whole school learning.</p> <ul style="list-style-type: none"> - The class teacher is responsible for daily differentiated lessons to suit all children's specific learning needs. - If a pupil has additional needs related to more specific areas of their education, then an 'Pupil Passport' or 'Learning Plan' may be implemented following discussion between you, class teacher, pupil and SENDCo. Parents/carers will be asked to sign a copy of the document once prepared. This document will provide specific targets that will be reviewed termly. - Research based interventions will be set up by the class teacher and SENDCo to support learning within the classroom and these interventions will be monitored and evaluated half termly (minimum) by the class teacher, teaching assistant and SENDCo to ascertain the impact of the provision and to inform next steps. - Occasionally, a pupil may need expert support from an outside agency. If they meet the criteria, referral forms are then completed in coproduction with parents/carers and forwarded to the appropriate agency. That agency may conduct a series of assessments, and following these provide a program of support to the school and/or parents/carers. The recommendations from professionals will be included within any targets and interventions. A record of the interventions is kept so that the impact and effectiveness of an intervention can be ascertained. - Training is provided throughout the year to teachers, support staff and whole school staff to ensure that all are up to date with the latest SEND policies and practices.
6.	How will the curriculum at your education setting be matched to my child/ young person's needs?	<p>If a child is identified as having SEND:</p> <ul style="list-style-type: none"> - The curriculum is adapted or differentiated in different ways according to a child's needs and recorded on the school's Provision Map. The 'Waves of provision' approach is taken: <ul style="list-style-type: none"> - WAVE 1 Whole class Quality First Teaching (QFT) – class teachers routinely use their knowledge of pupil's levels and learning styles to differentiate work to match children's needs - WAVE 2 Targeted Support – If pupils have been identified with specific needs, their work may need to be further differentiated, to remove barriers to learning and enable them to access the curriculum more easily - WAVE 3 Specialist Support – If the school feels it is appropriate, specialist equipment, resources or a learning program may be made available - Teaching Assistants (TAs) in school provide support across Waves 1, 2 and 3 provisions. TAs may work with a child 1:1 on specific focused tasks or in a small intervention group and this will be planned by the class teacher and SENDCo. - Specialist equipment may be given to a pupil to help them, such as a visual timetable, a wobble cushion, or adapted equipment.

		<ul style="list-style-type: none"> - Work may be differentiated by outcome, pace of completion, support offered or by breaking it down into smaller chunks. - Pre and post learning opportunities and support may be offered if appropriate. - If the child has received support from outside agencies such as EP (Education Psychologist) support or SALT (Speech and Language Therapy) support, these programmes and recommendations will be incorporated into the child's learning. <div data-bbox="625 402 1470 812" style="text-align: center;"> <p>Specialist support. In addition to 'good teaching for pupils with SEN is good teaching for all,' some pupils will need specialist intervention delivered by a trained professional.</p> <p>Targeted interventions. If pupils require additional support beyond what can be offered in whole class teaching, a targeted, one-to-one or small-group intervention could provide the intensive focus required for the pupil to make progress. More guidance on effective implementation of targeted interventions is provided below.</p> <p>Whole-class teaching. If it appears that a pupil needs additional support, the starting point should be the consideration of the classroom teaching they receive. Have you maximised their opportunity to access the best possible teaching you can offer?</p> </div>
7.	How will both you and I know how my child is doing and how will you help me to support my child's learning?	<ul style="list-style-type: none"> - Through regular discussions with the class teacher and any teaching assistants who work with your child's class/ group. - Teaching staff are usually available at the end of the day for short informal discussions; longer appointments can be made with the class teacher, or the SENDCo, through the school office. - For Reception to Year 6, curriculum overviews are produced at the start of the Year and they can be accessed on the school's website. These are produced to outline the subject content and topic links children will cover each half term/ full term so that parents/ carers can support their child at home. The children in EYFS have regular (often fortnightly) change of topics as they follow the children's interests and plan around them. These will be shared with parents/ carers regularly. - Parents' Evenings are held twice a year, in the first half term of the autumn term, and then towards the end of the summer term. An option to meet class teachers after the mid-year report is also available. - A full written report will be sent home during the spring term. - The class teacher may occasionally make extra notes in a home school link book or reading record, if the teacher or SENDCo feel this is necessary. - Pupil Passports and Learning Plans are drawn-up in consultation with parents/carers and children and will be reviewed with them every term at least. - Annual review meetings are held for children with an Education & Health Care Plan (EHCP).

		<ul style="list-style-type: none"> - If an external agency is coming into school to assess your child, provision will be made for you to meet with them and discuss your child and any thoughts you have about their progress, additional needs, aspirations, etc. - Recommendations received from an external agency are discussed with parents/ carers and pupils (at age appropriate level); copies of reports will be shared also. - If a child has specific medical needs, staff will always meet with you and a health worker (if involved) to write a medical care plan. - If your child has a Behaviour Support Plan in place at the school then fortnightly meetings will be held to review the document with a member of the SLT (Senior Leadership Team).
8.	What support will there be for my child's overall emotional health and wellbeing?	<ul style="list-style-type: none"> - All staff offer pastoral support for children. - Within our Safeguarding team, we have six Designated safeguarding leads. All are available for pupils who wish to discuss issues and concerns. - Dependent on needs identified, some specific nurture work/ programmes may be implemented by support staff with support from the school's safeguarding team or SENDCo. - Our Safeguarding Team support emotional health and wellbeing, and also support teaching staff as they support children. They all access regular update training. - We have comprehensive policies to deal with medical issues, based on current good practice and accepted guidelines. - If all school support has been exhausted, the school has access to external agencies and professionals, to support with behaviour, attendance and emotional wellbeing.
9.	What specialist services and expertise are available at or accessed by the education setting?	<p>We are supported by a range of professionals who we can access support from as appropriate; some of these specialist services and experts are provided through the Local Authority, and some are independently resourced. The range includes:</p> <ul style="list-style-type: none"> - Educational Psychologist - Speech and Language team - Occupational Therapy - Inclusion teachers for learning - Sensory Support (Hearing and Visual Impairment) - SEN Orthoptist - School Health - Social Services - CAMHs (Child & Adolescent Mental Health Services) - Child protection/ safeguarding team - Play therapy - Art therapy

		<ul style="list-style-type: none"> - Physiotherapist - Medical professionals such as epilepsy team - ASD/ ADHD specialist nurse <p>Access to these services is prioritised according to need and availability. This would be dependent on school judging that the child meets the required criteria for this support.</p>
10.	What training are the staff supporting children and young people with SEND had or are having?	<ul style="list-style-type: none"> - The SENDCo is a qualified teacher, and senior leader, who also has the National Award for Special Educational Needs Co-ordination. - The school regularly accesses support from the Trust Inclusion Lead. - Those staff working with children with speech and language difficulties will be supported by the SENDCo and are trained in speech and language programmes. - The SENDCo attends regular SEND training within the Local Authority and other clusters to maintain up to date knowledge of SEND practice and to share and develop good practice. - Some staff have had specific recent training related to individual children, for example, to provide physiotherapy programmes, about medical conditions, SALT etc. - If a child has been supported by the visual impairment team or educational psychologist the year group will be supported by these services and the SENDCo to implement specific programmes and interventions. - Where required children are supported with a de-escalation of behaviour plan.
11.	How will my child be included in activities outside the classroom including school trips and provision for access to afterschool clubs?	<ul style="list-style-type: none"> - Bruche endeavours to include all pupils in all activities and will work closely with parents/ carers to try to ensure barriers to participation are removed and reasonable adjustments made wherever possible. - A risk assessment will be carried out for individual's participation where required; this will be verbally shared with pupils and families where appropriate to ensure the correct provision is in place. - Trips and activities are always available to all. - In some circumstances, we may ask a parent/ carer to accompany their child on a trip or activity to enable them to safely access it. This would be considered through the risk assessment process.
12.	How accessible is the Bruche Primary school environment?	<p>Our building is an old one, but we have worked hard to make it more accessible over the years:</p> <ul style="list-style-type: none"> - There are a number of accessible toilets for children and adults situated around the school. - We have a disabled toilet at the front of the school - There is a disabled parking bay on the school car park near to the rear entrance and all grounds are of a flat surface.

		<ul style="list-style-type: none"> - We are happy to discuss individual access requirements and we will make reasonable adjustments wherever possible. We carefully consider the layout and use of the building in relation to the needs of the individual child in order to meet their needs appropriately. The Accessibility Policy for Bruche can be found on schools' website here.
13.	How will the education setting prepare and support my child to join Bruche, transfer to a new education setting or the next stage of education and life?	<ul style="list-style-type: none"> - The SENDCo liaises with other settings at the point of transition, both into school in the early years, and out of school to secondary education. <p>Children entering Nursery:</p> <ul style="list-style-type: none"> - If the child is already known to an agency offering some support, e.g. speech and language, the SENDCo, or someone designated by them, will liaise with agency. Additional meetings may be arranged in advance of the child accessing the provision. - EYFS visits are conducted in July to enable parents to discuss this support before starting at Bruche. <p>Child entering Reception:</p> <ul style="list-style-type: none"> - When children enter Reception, there are a lot of visits between their nursery setting and school. Extra visits and meetings will be set up as required. - Transition within school from one year group to another is carefully planned with individual pupils needs discussed prior to visiting their new classroom; handover of certain documents for key information, such as one page profiles, data, record of interventions. Transition meetings focus on individual pupil needs. - When a child joins from another setting, the school contacts that setting to support transition. Similarly if a child leaves during school, a member of Bruche staff will endeavour to liaise closely with the receiving setting. - The school listens to and takes account of the views of parents and carers regarding the needs of pupils with SEND when they join school.
14.	How are Bruche's resources allocated and matched to children's special educational needs?	<p>For children with an EHCP plan the school may receive an amount of funding from the Local Authority to help meet the outcomes of their plan . Money is used to provide recommended resources or to deploy staff or to provide access to specialist training.</p> <ul style="list-style-type: none"> - The school's provision mapping identifies categories of need on an individual, group, class and whole school basis. Funds are allocated to best meet the needs of pupils and spending is regularly reviewed. - Further support or resources may be allocated to your child following assessments by the SENDCo, or outside agencies (e.g. children's Speech and Language Therapy team).
15.	What happens if the SENDco is away from school for a prolonged period of time or extended sickness?	<p>In the SENDco's absence (Miss Kerrigan) Mrs Melissa Young (Inclusion lead) will adopt the role of SENDco and designated teacher for children in care and children formally in care. The email address myoung@wpat.uk should be used for parents and carers and external agencies to contact Mrs Young.</p>

16.	How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> - The Head teacher and SENDCo will allocate resources and support based on a child's individual needs, following discussions with the class teacher and where appropriate, advice from external professional agencies and parents/ carers. This will be in line with the SEND Code of Practice. - The allocation of support will be informed by the school's own internal assessment procedures and any external professional reports. - Support will be reviewed and change according to the ongoing review of need which will be discussed with staff, parents/ carers and child. - Through Pupil Progress Meetings and discussions between school based staff around the child. - For pupils with an EHC plan, further consultation will take place with all stakeholders to determine support 'addition to and different from' that which is available to school.
17.	How are parents involved at Bruce? How can I be involved?	<p>All parents/ carers are encouraged to contribute to their child's education. This may be through:</p> <ul style="list-style-type: none"> - Discussions with the class teacher. - During parents' evenings or other arranged meetings. - During discussions with the SENDCo, or other professionals. - Parents/ carers are encouraged to comment on their child's 'Pupil passport' or 'Learning Plan'. - Parents/ carers are encouraged to support and help with school activities, or to volunteer/ help out in the classrooms (subject to DBS). - We offer concerts, assemblies, sporting events, and curriculum workshops to which parents/ carers are invited. In EYFS, parents/ carers are invited to Stay & Challenge sessions.
18.	Who can I contact for further information?	<p>If you wish to discuss your child's educational needs, please contact one of the following:</p> <ul style="list-style-type: none"> - Your child's class teacher or the Teaching Assistant who works in their classroom or with your child. - SENDCo – Miss H Kerrigan - Head Teacher – Mr C Jones - SEND Link Governor – Carrol Buckley Mellor <p>Appointments can be made with any of these people through the school office.</p> <p>There are a number of LA contacts who can provide more information including:</p> <ul style="list-style-type: none"> - Parent Partnership (SENDIASS) - School Health advisers
19.	What should I do if I have a complaint?	<p>If you feel that your concerns are not being dealt with appropriately, please follow the schools Graduated Response procedure, as outlined by our Complaints policy, by speaking to the class teacher before speaking to the SENDCo, Assistant Head Teachers or Head Teacher. Failing this, an appointment can be made to see the SEND Governor via the school office.</p>
	Local Offer	
Answers to Children's Questions		

1.	How does the school know if I need extra help?	<ul style="list-style-type: none"> - Through something that you or your parents/ carers have told us. - We might have noticed that you are struggling with work in class. Your behaviour or attitude might tell us that you need support. You may not be making the usual progress in your work.
2.	What should I do if I think I need extra help?	<ul style="list-style-type: none"> - Speak to your parents/ carers and ask them to have a word with your teacher. - Speak to your teacher or another adult who works in your class. - You can add a comment to your work to tell the teacher. - All adults in school will want to help and support you, including other teachers you have worked with, including our support staff and members of the safeguarding team (on display in the front entrance).
3.	How will my work be organised to meet my individual needs?	<ul style="list-style-type: none"> - We can differentiate your work in different ways. - We can give you different resources to help you. - We can break your work into smaller chunks. - You can monitor your own progress and see your successes. - We can give you some extra work on a new topic before you start it so you feel more confident. - We may give you help in a small group to help you learn a new skill. - We will listen to you and understand what you find difficult so that we can offer the right kind of support. - We will give you additional support should you need it.
4.	How will I be involved in planning for my needs and who will explain it and help me?	<ul style="list-style-type: none"> - Your class teachers and Teaching Assistants will speak to you. - You will be involved in reviewing and planning targets. You will discuss how you learn best using your pupil profiles.
5.	Who will tell me what I can do to help myself and be more independent?	<ul style="list-style-type: none"> - The adults who work with you will support you. You might have a list of what you need to do written for you or a visual timetable. - Your teacher and TA will set you targets to help you and break big tasks into smaller ones. - We do lots of lessons and assemblies in school to develop resilience, risk taking, resourcefulness, reflection and good relationships. Everyone has targets (e.g. written feedback from teacher, specific targets from teacher) to get better at these things and so will you (with lots of help along the way).
6.	What should I do if I am worried about something?	<ul style="list-style-type: none"> - Speak to a friend, a parent or carer, or an adult in school – we all care and want to help. If you worry a lot, you can explain to your teacher how you feel or write this down. - Specific strategies may be used as appropriate, e.g. worry boxes may be in place.

7.	How will I know if I am doing as well as I should?	<ul style="list-style-type: none"> - We will talk to you regularly. - When your teachers mark your work, they will tell you. - Your teacher and TAs will give you feedback during lessons. - Adults will review your targets with you. - You can ask your teacher if you are doing well.
8.	How can I get help if I am worried about things other than my work?	<ul style="list-style-type: none"> - Talk to us about what is worrying you and we will work with you and find people to support you. - You can tell your teacher, TA, or any member of the school staff. - Talk to our SENDCO
9.	Are there staff in school that have had special training to help young people who need extra help?	<ul style="list-style-type: none"> - All of our teaching staff have regular training in areas of SEND. - Staff are trained in lots of intervention programmes to help you with your learning. - We have a trained SENDCo that can access a range of training to offer support. - We have lovely Teaching Assistants who are trained to help you when you feel sad, worried, anxious, or unconfident.
10.	Can school staff get extra help from experts outside the school if they need to? (e.g. advice and training on medical conditions)	<p>Yes we can. We can get help from lots of different professionals to help with your needs as appropriate, including:</p> <ul style="list-style-type: none"> - Educational Psychologist - School Health Adviser - Occupational Therapist - Parent Partnership - Early Help team - CAMHs - Counselling services, such as St Joseph's, NSPCC - Visual and Hearing Impairment team - Speech and Language team - Orthoptist - Physiotherapist - ASD/ ADHD specialist nurses - Play therapy - Art therapy - Medical professionals such as epilepsy team - And more!
11.	If I have difficulty in taking	a) How will I know who can help me?

	part in school activities what different arrangements can be made?	<p>Talk to a member of staff with your parents/ carers or on your own.</p> <p>b) Who can I talk to about getting involved in student activities if I need extra help?</p> <p>If you want to get involved in an activity we will make sure that you can and give you the help you need. Talk to one of the adults in your classroom.</p>
12.	What help is there to help me get ready to start school?	<ul style="list-style-type: none"> - We will speak to you and your parents/ carers before you start. We will visit you at your nursery or speak to your previous school so that we have lots of information. - We will usually hold a meeting with the people who help you now so that we have everything in place to help you. - We will speak to your new school before you start. We will make sure that you can visit and meet the people who will help you before you start. We will keep you in touch with your new school to make sure they know how to help you.
13.	I am coming to school to prepare for employment – how will I be supported?	<ul style="list-style-type: none"> - We will listen to your hopes and aspirations. - We will regularly invite people from the world of work into school to tell you about their jobs, and to inspire you to be prepared for employment. - We will encourage and support you. - We will help you develop social skills, good relationships, resilience, and confidence to take risks, resourcefulness, and independence and reflection skills. - We will build careers support into the curriculum you are taught. - We will see you as an individual.

Glossary

TA	Teaching Assistant	Classroom support staff.
SEND	Special Educational Needs and Disabilities	
SENDCo	Special Educational Needs and Disabilities Coordinator	
EHCP	Education, Health and Care Plan	Document devised by the Local Authority – based on information and reports from parents/carers, school staff and external agencies - outlining the identified needs of individual children and recommendations to support their learning.
IEP or IBP	Individual Education Plan Individual Behaviour Plan	Document completed by a child with the support of a member of staff, states areas of strengths and concerns and how they can be supported at school.
SEMH	Social, Emotional and Mental Health	
CYPMHs	Children and Young People Mental Health Services	
SMART Targets	Specific, Measurable, Achievable, Realistic and Time- Limited	