



# SEND Information Report

Balfour Primary School

**Date:** September 2022

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## SEND Information Report

### Who is responsible for SEND at Balfour Primary School?

The Executive Inclusion coordinator (INCO), is Rachel Clark who can be contacted by emailing the address below or by phoning the school on 01273 507722. Please contact her if you have any questions about SEND provision and support at Balfour Primary School.

[rachelclark@balfour.brighton-hove.sch.uk](mailto:rachelclark@balfour.brighton-hove.sch.uk)

There is an Inclusion team which is overseen by our Executive Inclusion coordinator (INCO). It consists of three Learning Mentors, a SENCo assistant, a Specialist Literacy teacher and a school counsellor. It is primarily the class teacher's responsibility to ensure the needs of all pupils are met to ensure they make the best possible progress in all areas of the curriculum. For pupils with SEND this is alongside the support and expertise of the INCO.

The school budget, received from Brighton and Hove Local authority, includes money for supporting pupils with SEND. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, including the Pupil Premium budget, in consultation with the school governors on the basis of needs in the school, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities. This is reviewed regularly and the school frequently spends some additional money on top of this to support our children.

The INCO, in consultation with the head teacher and the SEND governor, will manage the provision for all children on the SEND register. Needs are mapped out and the funding is matched appropriately to ensure that the needs of the children are best met within the resources that we have, and that all our resources are deployed as effectively as possible. We are always happy to discuss the provision for your child and it is important that your views as a parent/carer are heard.

In a case where a child has an EHCP and very significant and/or complex needs we will make a case to the local authority requesting additional funding through the high needs funding block. If funding is agreed such funding will then be used exclusively to provide the help and support your child needs. Where this application is denied the school will do its best to fulfil your child's additional needs with the resources that we have.

### How does Balfour know if my child needs extra help?

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

- Review of skills and attainment when children join the school, taking into account information from any previous settings or agencies as appropriate. If your child already has an identified Special Educational Need the transition information is shared between schools and professionals.



- Termly teacher assessments, and tracking through PRMs (Progress Review Meetings) of all children to monitor rates of progress and attainment. We take into account academic progress as well as social and development needs.
- Concerns raised directly by parents, teachers or other agencies.
- Your child’s teacher will carefully check on all aspects of your child’s progress and through identification of gaps they may allocate some extra support to help them make the best possible progress in all areas
- An in school referral system is in place for referral’s to the INCo or the Inclusion team for further advice and support

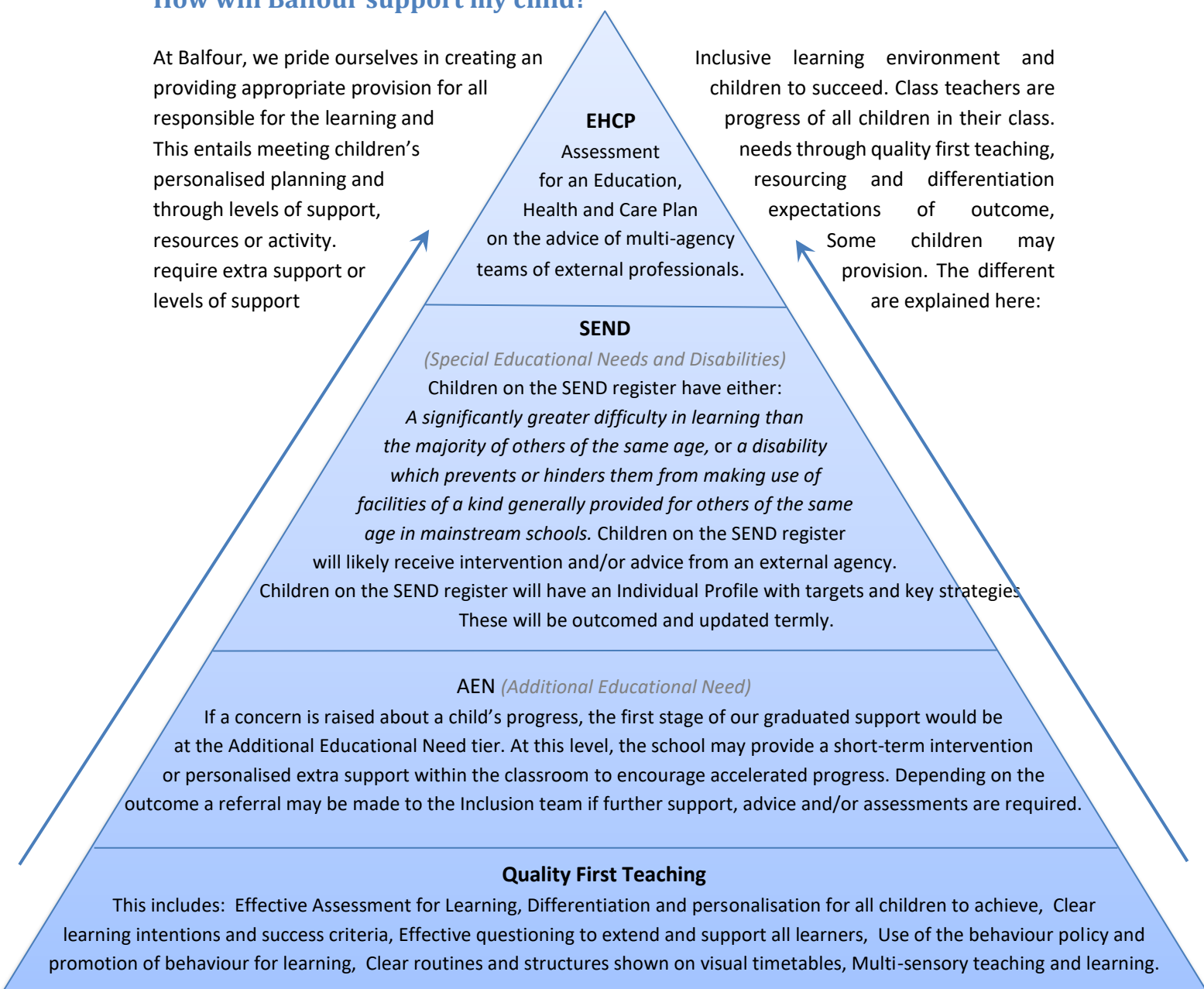
Talk to us- If you are worried about your child’s progress in any area and are concerned that they may have a special educational need, you should get in contact with the class teacher in the first instance, or call to make an appointment with the INCO.

For further details, please refer to our school SEND policy which can be found on the school website through the following link: [http://www.balfourprimary.co.uk/web/policies\\_1/213292](http://www.balfourprimary.co.uk/web/policies_1/213292)

### How will Balfour support my child?

At Balfour, we pride ourselves in creating an inclusive learning environment and providing appropriate provision for all children to succeed. Class teachers are responsible for the learning and progress of all children in their class. This entails meeting children’s needs through quality first teaching, personalised planning and resourcing and differentiation expectations of outcome, and through levels of support, resources or activity. Some children may require extra support or levels of support. The different are explained here:

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At Balfour Primary School we have an Executive Inclusion Coordinator Mrs Clark, who, alongside the Year Group Leaders, manages and coordinates the provision for all children with identified special needs. Our aim is the majority of children's needs can be met within the classroom with good quality differentiated teaching. Some children may need small group or 1:1 intervention on top of this. Mrs Clark coordinates the work of the Learning Mentors and the school counsellor who support children's social and emotional wellbeing to enable the children to be in the right place to learn. She also oversees the Specialist Literacy teacher who works in school one day a week to support pupils with identified Literacy difficulties. We also have a school governor who is responsible for SEND and they are in regular contact with INCo.

## How does Balfour keep parents/carers informed?

At our school, *all* parents are invited to attend two Parent Consultation Evenings in the Autumn and Spring term, these are important for you to attend. In addition to this you receive an end of year written report. Parents/Carers are also invited to come into school and share/celebrate children work at varied points within the year. At each Parent Consultation, parents will receive information with details of their child's progress and attainment.

For all children on the SEND register the teachers will inform you termly of the support that is in place for your child; the small step targets, provision and any intervention will be shared with you. For children with more complex needs, parents are often invited to attend more regular meetings with the INCOs, class teachers, INAs, class TAs and the child to ensure that all parties are kept up to date with the child's progress and so that any changes made either at home or in school can be discussed, monitored and effectively implemented. The class teacher and/or one of the Inclusion team may request a meeting with you to discuss your child's social and emotional needs.

Where appropriate, the school may refer to outside agencies for additional support, advice and programmes. Parents/Carers are likely to receive a report following this either direct from the service or from the INCO. You can request to see copies of reports. You may also be asked to attend a meeting with a specific outside agency e.g. the Educational Psychologist or specialist teachers from the Brighton and Hove Inclusion support Service (BHISS).

Where the child has an Education, Health and Care Plan a separate Annual Review meeting will be arranged so that all key parties can contribute. At the review the following will be considered:

- Impact of daily provision towards the identified outcomes.
- Child's response to the support and view of their progress where this is applicable.
- Views of parents and specialist agencies.
- Next steps with refinement and adjustments to the support offered as required.
- Any changes that may need to be made the Education, Health and Care Plan

If your child is Looked After by the Local Authority, then regular communication with parents/carers is encouraged, and termly 'Me and My World' Reviews and also PEPS take place.

We encourage enhanced communication with all parents/carers and we welcome you at any point to request a meeting with your child's class teacher or the INCO.

## Handling complaints

Parents/carers are encouraged to share any concerns about policy, or the provision their child is receiving, at the earliest possible opportunity. In the first instance parents/carers should speak to



the class teacher with further discussions with the INCO as required. Our school believes that all complaints should be dealt with quickly and efficiently. If any concerns are unresolved by the class teacher and INCO, then we would advise that parents make contact with a member of the Senior Leadership Team in school.

If parents/carers feel that issues in school remain unresolved by the school we would encourage them to seek advice and support from the local parent SEND Information, advice and support service (AMAZE). This is an independent and impartial service. Parents/carers will also be encouraged to discuss concerns with other key professionals supporting their child.

If concerns are still unresolved, parents/cares may choose to submit a formal complaint and are directed to the School Complaints Procedures.

Where the parental complaint is directly related to decisions around an EHCP assessment of needs or provision this will be managed directly by the Brighton and Hove SEND team. Parents will be contacted directly to receive information about the mediation services available.

### **How will the curriculum be matched to my child's teaching and learning needs?**

We provide an inclusive curriculum and ensure that all children with SEND are able to engage in all activities with their peers and we always take the necessary steps and risk assessments for this to happen. Class teachers differentiate lessons in many ways to take account of children's differing abilities and needs. If a child has an identified SEND need then this may take the form of:

- Presenting tasks in different ways to take account of children's different learning styles
- Providing learning tasks that present different levels of challenge
- Providing a supportive learning environment with the use of different resources to help tailor the learning to the child's individual needs
- Allowing children to access, record and show they learning in different ways including the use of ICT
- Using peer support, as well as possible adult 1:1 or small group
- Pre teaching, consolidation and overlearning of key concepts
- Intervention, which could be 1:1 or within a small group outside of the classroom.
- Environmental adaptations as required
- Making alterations to school events to ensure that children with SEND are able to access the activities.
- School trips/residential always involve a pre-visit, and meeting with parents/carers if required, to ensure that there are suitable facilities and access for children with SEND.

For many children, a short period of additional support will help them to make accelerated progress and catch up with Age Related Expectations (ARE). This is the aim of our Additional Educational Need level of support. For some children with SEND, extra support will be needed more regularly and for longer to ensure sustained progress.

If the school believes it is appropriate to add a child to the SEND register, a meeting will be arranged with the parents to discuss this first. The child will receive Individual targets which will include details of targeted support with specific learning outcomes.

Where appropriate the school will refer to outside agencies for additional support and advice. This can provide guidance and/or assessments as required for teachers and support staff in how to make learning more accessible for those with complex needs.



In some instances, the school may recommend a reduced in-class timetable to support pupils with SEND, or look to provide an Individual Needs Assistant to aid their learning. All teachers are responsible for the planning and differentiation of learning to match the children within their class with SEND, with the support and advice of the INCO, Learning Mentors and outside agencies.

## How does Balfour know if provision has had an impact?

The teacher's termly update records for reading, writing and maths against age expected assessments so that regular analysis of children's progress and attainment can take place. Overall progress is monitored by the Assistant Heads and the progress of SEN specifically by the INCO. It is the role of the INCO and Assistant Heads to ensure that data is kept up to date and that analysis is shared with teaching staff. From each round of analysis the children's progress and attainment is evaluated by the class teacher and INCO to ensure that the children are on track. This is to gain an overview in regard to good progress being maintained and whether the gap is narrowing between them and their peers.

It is the responsibility of the INCO to monitor the effectiveness of Inclusion provision. When appropriate the INCO attends weekly PPA sessions to discuss with the teachers the provision, adaptations and differentiation for SEND pupils in each year group. The INCO and the Inclusion team also work in classrooms alongside teachers to ensure that children with SEND are successfully accessing the curriculum and to provide guidance for staff on how to adapt learning environments.

The school closely monitors that children with SEND are making expected progress and that the teachers have high expectations for their learning through Progress Review Meetings (PRMs) which are held termly and involve a member of the Senior Leadership team and the class teacher. During these meetings, *every* child is discussed in relation to their well-being and their progress in reading, writing and maths. The PRM provide an opportunity to evaluate support currently in place.

All children on the SEND register will have an individual profile. The profile is created with the teachers, and INCO if required, and is shared termly with the parents. The profiles form the basis of targets for children with SEND and are regularly reviewed. The targets on the profile link to learning in the class and support from interventions. For some children, those that have EHCP's or more complex needs, they will also have an Individual provision map. It is the role of the INCO to ensure that the profiles are monitored for progress and to support in ensuring the best possible provision for children with SEND.

## What support is there for my child's overall wellbeing?

Balfour has a strong Inclusion team consisting of the Executive Inclusion Coordinator, three Learning Mentors, a SENCo assistant and the school counsellor. We also have access to the BHISS Primary Mental Health worker, and we can refer to the Wellbeing service for further support if required. We believe the development and support of the whole child, including their social and emotional development is vital to successful learning and progress. We have stringent Safeguarding procedures and policy and also a clear structured Rights Respecting Behaviour policy.

We aim to support children emotionally and socially through a range of strategies. These include:

- ✓ Restorative approach to resolving conflict
- ✓ Nurture, self-esteem and friendships groups
- ✓ Social Communication groups or 1:1 sessions
- ✓ Use of the Just Right programme
- ✓ 1:1 child check-ins and worry boxes available



- ✓ Some pupils may have their own Pastoral support Plan
- ✓ Lunchtime club provision as required
- ✓ Counselling services
- ✓ Regular monitoring of attendance
- ✓ Health care plans for medical needs
- ✓ Delivering a clear PCHSE curriculum for Year R-6
- ✓ Pupil voice through school council and pupil conferencing

Whenever there is an issue identified in regard to social and emotional development in SEND children or any other child, we always aim to involve the parents and work together to ensure the child feels safe, secure and supported in their environments. If you have any concerns about your child's social, emotional or mental health we would encourage you to meet with the INCO.

We recognise that pupils with SEND may be more vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. All pupils at Balfour, whether they have SEND needs or not, are encouraged to report any incidents of bullying to any member of school staff whom they feel comfortable talking to. Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices with the school community we ensure our effectiveness in reducing and responding to bullying. You can find our anti-bullying policy on the school website.

### **What expertise and training is available at Balfour?**

At Balfour have a wide range of experienced staff working with our children. We will put support in place to ensure that teachers and support staff have the understanding and skills to differentiate and scaffold learning for the pupils with a range of SEND within everyday teaching. Through regular training and advice all staff use a variety of strategies to support children with a range of SEND needs, staff are also familiar with and use the 'Brighton and Hove SEND Guide for Professionals'. We ensure that all staff working with children with SEND receive the relevant support and training, either in-house, visiting other schools/provision or via the Local Authority. We ensure that training is kept up to date and relevant to meet the needs of either individual children or specific SEND needs.

The INCO is responsible for supporting professional development for Teaching Assistants and Individual Needs Assistants to ensure that they are effective in their roles with supporting children with SEND. The INCO monitors this through termly appraisals and observations where appropriate, alongside impact of support and intervention.

Through INSET training, all staff in school receive SEND training on specific focuses relevant to the pupils within the school, for example, Attachment Awareness and ASC. In addition, specific training is arranged according to the needs of the school and /or individual children. We also ensure that staff who are working alongside pupils with medical needs have up to date training.

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with our approach to supporting pupils with SEND.

The INCO attends the termly Brighton and Hove meetings to keep abreast of local and national policy and initiatives to enhance SEND provision. They are also an active member of the local cluster network.





## What specialist services and expertise are available at, or accessed by Balfour?

The school works closely with a range of services and agencies to ensure that the best provision can be made for all children, and especially those with SEND.

### In- School provision

- Learning Mentors offering support for children with social and emotional needs in and out of the classroom through check ins, 1:1 or small group work
- Specialist Literacy teacher offering support and overseeing the provision for children with identified Literacy needs
- Trained support staff working either with individual children or small groups on specific areas of need
- Teacher led small group work as necessary including Same Day Intervention
- ICT support as required
- Individualised resources

As a school we also buy into the school counsellor service. As required we also liaise closely with Front door for Families and the Virtual School for Looked After Children.

Balfour work closely with external agencies. Local authority provision provides support in school through the Brighton and Hove Inclusion Support Service (BHISS). Services accessed by the school include:

- Language Specialist teacher
- Autism Specialist Teacher
- Educational Psychologist Service
- Social, Emotional and Mental Health practitioner
- Primary Mental Health worker
- Sensory needs service for children with visual or hearing needs
- Ethnic Minority Achievement Service (EMAS)

Health provision that can be accessed includes:

- A school nurse
- Speech and Language Therapist (SALT)
- Seaside View Development Centre including Occupational Therapy and Physiotherapy
- Wellbeing Service and Child and Mental health Services (CAMHS)

The INCO is able to make referrals to any of these services and works closely with parents/carers to ensure the best support is in place for our children with SEND.

## How will Balfour prepare my child for transition?

Balfour Primary School is proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the INCO for pupils with SEND.

For pupils joining the school in our Reception classes, the Reception Year Leader visits all the feeder Nurseries, and the INCO will seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers.



Where there is a high level of need this may involve visits to pre-school or current school settings and information sharing meetings with the child's family and other key agencies supporting the child. This may involve setting up a detailed 'Transition Plan' which sets out clearly how the move will be managed with the support of parents/nursery/preschool settings or care providers. This is likely to be the case where the child has an EHCP.

The INCO also oversees any necessary transition arrangements for children between the different sites or when changing year group. Some children benefit from regular visits to their new environment and classroom, and meeting key members of staff. Children may also have a transition book, and pupil profiles that share key information regarding pupils for all relevant staff.

For pupils moving to secondary school or to a different school, the INCO will make contact with the new school to share relevant information. The INCO will attend the Transition to Secondary School meeting in the summer term to share information with the relevant Secondary School. Where the child has significant needs or EHCP, there will be a formal transition meeting with parents, pupils, representatives from the new school and other key professionals to ensure there is continuity in the range and level of support offered. The INCO will meet with the appropriate staff (INCO/SENCO/pastoral teams) in transition schools to pass on relevant information. The INCO, alongside the learning mentor, organises visits to secondary schools for smaller groups of children to ensure a smooth transition.

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Balfour Primary School is a values led, Rights Respecting school. The values that encompass our ethos are: Respectful, Responsible, Reflective and Resilient. We believe that being fair is not about everyone getting the same but about everyone getting what they need.

**If you would like to arrange a visit to the school, or would like more detailed information on the provision that the school can offer for children with SEND then please contact Balfour's Inclusion coordinator Mrs Rachel Clark on 01273 507722**