



Bramley Sunnyside Junior School

Collaboration - Confidence - Creativity

Head Teacher: Laura Robson

Bramley Sunnyside Junior School

SENDCO

contact details:

SEND Report

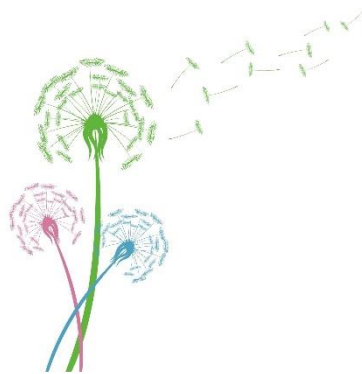
2023 – 2024

Tel: 01709 542231

email: lwoolley@bsjs.co.uk

SEND Co-ordinator: Mrs L Woolley
Mr M Brown

SEND Governor:



Background Information

Age Group: 7-11

Number on roll: 324

Number on SEND register: 36

Number of children with an EHCP: 8

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SEND Year Group Breakdown - Autumn Term 2023-2023

	EHCP	SEN Support
Year 3	1	9
Year 4	1	11
Year 5	6	10
Year 6	0	6
Total	8	36



SEND Characteristics

	EHCP				SEN Support			
	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
Communication and Interaction					3		1	
ASD	1	1	3		3	1		
Cognition and Learning			2		2	9	6	3
SEMH					1	1	1	2
ADHD							2	
Physical/Medical			1					1

'A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.'

(Department for Education, 2014, xiii, SEND Code of Practice: 0-25 years)

This report is written in line with section 69 of the Children and Families Act 2014', 'Schedule 1 of the Special Needs and Disability Regulations 2014' and the SEND Code of Practice 2014 and links to other relevant policies, which can be found on the school website www.bsjs.co.uk

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Introduction

Here at Bramley Sunnyside Junior School, we are committed to providing an inclusive curriculum where all pupils are 'Learning today for a brighter tomorrow' becoming 'Our leaders of the future'. Through quality first teaching and learning, we celebrate each child's outstanding achievements and aspire to enable all children to achieve their full potential, becoming confident individuals who are prepared for the challenges and opportunities that they will face throughout their lives. We pride ourselves on our high standards of inclusion and work together to ensure all members of our school community feel valued and appreciated.

School Context



We are a larger than average junior school that is situated across one level with additional adapted access used to ensure that outside learning areas are fully accessible. We have a designated medical room, used for physio sessions and intimate care arrangements. In addition, we also have a disabled toilet, sensory room and quieter working areas. We also have a disabled car park space within our staff car park. We ensure that every aspect of school life is accessible for all learners and that tailored provision is used to ensure that we provide every one of our children with the very best opportunities and learning experiences.

In order to fully support all of our pupils at Bramley Sunnyside Junior School, we have a highly experienced team of caring staff who have a vast range of training, skills and expertise. These include:

- Asthma
- Bereavement
- Bonding Through Play
- Diabetes
- Epipen
- Epilepsy
- First Aid
- Lego Therapy
- Moving and Handling
- ELSA
- Mental Health First Aid
- Jigsaw
- Meeting the Millennium Need
- Art Therapy
- Anti-bullying (in partnership with Kindness Matters)

"The special educational provision made for a child should always be based on an understanding of their particular strengths and needs and should seek to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software."

(Department for Education, 2014, 5.34, SEND Code of Practice: 0-25 years)



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Inclusion Team

Pupil well-being is of paramount importance at Bramley Sunnyside Junior School and we strive to ensure that all pupils feel comfortable, safe and happy during their time at our school. We recognise that there are a wide range of factors that can easily create barriers to learning and so we actively encourage all parents, carers and pupils to share any concerns with the school so we can work together to overcome any issues. We have a team of specialised staff who work alongside the SENDCO and class teachers to support both the child and their families.

Mrs Ashton (Pastoral, Inclusion and Support Manger) offers pastoral support to children and their families. She has a wealth of experience and has helped families through turbulent times such as: bereavement, illness, change to family circumstances or friendship issues. She also leads 'Lego Therapy' sessions to equip children with conflict resolution techniques.



"I like Lego Therapy because it teaches us to get along with one another."
(Year 5 Child)



Miss Phillips (Inclusion Specialist and PE Lead) plays a crucial role in supporting some of our most vulnerable children. She has had specialist training from educational psychologists and Aspire to support emotional development.

Miss Phillips runs our 'Rainbow Room' - a safe space for children when they require time out of class. She is also PE lead and helps children to learn about the importance of fitness and a good diet on positive mental health.

"I like the rainbow room because when I need time out it's a calm and quiet place to go."
(Year 6 Child)

Mrs Yellowley (Inclusion Specialist) works on a 1:1 basis with children who require pastoral support around anxiety or anger. She is a trained ELSA and also use recommendations from the educational psychology department. Mrs Yellowley uses cognitive behaviour therapy techniques to equip children with practical strategies and coping mechanisms.



"I like how understanding Mrs Yellowley is when I talk to her about my worries."
(Year 6 Child)

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Mrs Davis (Art Specialist) delivers weekly art therapy sessions as well as a daily Nurture registration group. These calm and nurturing sessions help children to manage behaviours, process feelings, reduce stress and anxiety and increase self-esteem.

"I really like art therapy because it is really calm. Also, Mrs Davis has lots of tools to help us to create things." (Year 4 Child)

'Art therapy can be used as a complement to traditional mental health treatment. The aim is to manage behaviours, process feelings, reduce stress and anxiety, and increase self-esteem.'

(RTOR, 2019, Mental health benefits of art therapy activities, creativity and recovery: the mental health benefits of art therapy)



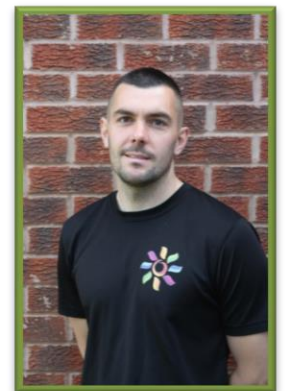
Miss Green (Teacher and Mental Health First Aider) leads our whole school PSHE scheme (Jigsaw) and has recently received the 'Mental Health First Aider' accreditation. Miss Green also facilitates our children's team of Mental Health and Well-being Ambassadors who leads many initiatives across school.

"Mental Health is a big thing for the government and is important for us to learn about." (Year 5 Child)

"I like being an ambassador because I like to help others. I also enjoy learning about mental health and well-being." (Year 5 child)

Mr Barlow (Sports and Learning Coach) runs our weekly inclusive PE sessions as well as early morning boxercise classes. These popular early morning sessions help to set children on the right path for the day and also help them to set goals, focus and build confidence whilst developing discipline and respect.

"I like boxercise because it keeps you fit and healthy. You also get to learn to defend yourself and others. It is also a lot of fun. I would like to say thank you to Mr Barlow and Miss Phillips for the amazing time I have at these sessions." (Year 6 child)



Miss Savage (ELSA Specialist and Learning Coach) and **Mrs Stancliffe** (Inclusion Specialist and Learning Coach) are trained in Emotional Literacy Support and work across school.

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Identification and monitoring of children with SEND

Here at Bramley Sunnyside Junior School we place our children at the heart of all that we do. We are committed to working together to quickly and effectively identify children with SEND needs and have a rigorous system in place to ensure that their progress is monitored and evaluated. We achieve this through a wide range of approaches including:

- regular communication and consultation with parents/carers
- regular communication as a whole staff body consisting of pro-active staff who will immediately report any concerns to the school SENDCo or another member of the leadership team
- regular pupil progress meetings where attainment of specific individuals or groups of pupils is used to identify any additional needs
- termly data analysis
- liaison with outside agencies such as Learning Support Services and Speech and Language Therapy
- use of graduated responses created by RMBC
- learning walks
- work scrutiny
- pupil, staff and parent questionnaires
- transition meetings with the infant school and other feeder schools



'Providers must have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children' (Department for Education, 2014, 5.4, SEND Code of Practice: 0-25 years)



Once a child has been identified as having a SEND need, class teachers will regularly assess learning and will implement strategies from our whole school provision map. Formative assessments take place each term and these are used as a basis to see the measurable progress that has been made and the effectiveness of interventions put into place. The SENDCo will then collate this information and use it accordingly to ensure that each child is provided with the right tools in order to make progress throughout the academic year. These may include interventions such as: 1:1 support, specific targeted programmes or pastoral support for any child who is working below age related expectations or who hasn't made the expected progress. After a minimum of 6 weeks, these interventions can then be evaluated and the impact analysed – this will then help to see if the specific form of intervention is appropriate for the child in question.

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Support for children with SEND

Following the identification of SEND the child will then be placed on the SEND register at a level that is appropriate to their needs. This can be through the implementation of an EHCP or accessing SEN or School Support. These levels are in line with the graduation response model called the 'Waves of Intervention' and are identified by assessment of the specific needs of the individual child and the level of support that they will require to be able to access learning alongside their peers. The specific support available at each wave of intervention is detailed in our whole school provision map, categorised under the four areas of SEN need.

Wave of Intervention	Level of support	Definition of Support
	EHCP	Support that is beyond what can be provided in mainstream teaching without additional funding and support. This is for children with more complex educational needs
Wave 3 – Highly personalised intervention	SEN Support	Specialised support that is in place to remove barriers to learning. Specific targets are set and reviewed on a regular basis with advice sought from outside agencies when appropriate.
Wave 2 – Specific, time limited additional measures	School Support	Targeted support for children working slightly below age related expectations that quickly identifies and addresses individual needs to enable the child to make accelerated progress.
Wave 1 – Inclusive, high quality, differentiated teaching	No additional support	Whole class differentiated teaching

Involving the child

We are committed to ensuring that all pupils feel valued and that they are listened to. We endeavour to involve the child at every stage of their support programme and ensure that their thoughts and feelings are shared during any review process. Pupils will be invited to join meetings or where they do not feel confident or comfortable to do this, their thoughts and feelings will be shared by their class teacher and/or 1:1 support learning coach.



'The views of the pupil should be included in these discussions. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.'

(Department for Education, 2014, 6.70, SEND Code of Practice: 0-25 years)

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Our approach to teaching children with SEND

In accordance with the 'code of practice,' we set very high expectations for all pupils at Bramley Sunnyside Junior School. All staff working with children and young people with SEN or disabilities include everyone in every opportunity available, so that all of our children can achieve to their full potential. We ensure this by differentiating our curriculum, offering adult support, with further bespoke learning opportunities and by using relevant resources.



Our Inclusive Curriculum

We have extremely dedicated staff who offer 1:1 support for children with specific learning needs and those who have received support from the Specialist Inclusion Team (SIT). Class teachers work collaboratively with SIT to tailor teaching and additional support towards filling identified gaps. Targets are shared with parents and carers and advice is given where necessary to help parents to be able to support their children at home. Additional support is also given to any child on the SEND register to enable them to make at least expected progress. This is achieved through individual or small group support, pre-learning, over learning or through targeted booster sessions. We actively promote positivity and praise and believe that this enables every child to see the very best in themselves.

'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.'

(Department for Education, 2014, 6.37, SEND Code of Practice: 0-25 years)

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Transitional support for children with SEND

We take great care to ensure that our children feel fully supported and prepared for each stage of their education. This includes transition between classes within our own school setting, transition from our infant school, to chosen secondary schools, from alternative primary provision or to specialist provision. We develop close links with all other educational settings and ensure that there is a thorough and robust communication system.

Transition between year 2 and year 3

- For children with significant needs such as a physical disability or medical need – meetings between the school SENDCo, key staff within the infants and parents/carers of the child will take place as early as the autumn term.
- For children on the 'SEN Support register,' the SENDCo will be invited to attend the summer term review meetings.
- Teachers from the junior school will visit the children in their own classroom at the infant school before transition visits take place. This enables the teacher to observe the routines of the children and any additional strategies that are used to support the children with their individual learning needs.
- For all children, including those not on the SEND register, class teachers from the junior school, will meet with class teachers from the infant school in order to share key information on each child. This will take place during the summer term.
- Transition days are also arranged where children have the opportunity to be taught within their new classroom, with their new teachers; becoming more familiar with the daily routine. These days will take place within the summer term.
- For some children, it may be required for them to visit the junior school on a more regular basis prior to the usual transition days, in order to relieve anxieties and become more familiar with the school and those within it.



Transition between years 6 and 7:

- From as early as the autumn term, the school SENDCo and year 6 class teachers meet with key staff from the feeder schools (primarily WSSC) who will receive important information about each child.
- Staff from the feeder schools, will also be invited to attend review meetings for those on the SEND register. This will take place within the summer term however, for children with significant a need; this can begin as early as the autumn term.
- For the most vulnerable children e.g. those with a diagnosis of autism, who do not adapt well to change, early transition will most likely begin following the October half term. During this period, children will visit their feeder school once a month for a full morning.
- Where appropriate, further support and reassurance can be offered through arranged meetings for parents with the SENDCo from each school.
- Prior to the summer holidays, children will spend between 3 and 4 weeks, on full- time timetables at their feeder school – school dependant.

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The transition between years 3 and 6:



- Sometimes, a child on the SEND register may move schools during years 3-6 e.g. moving to a new area. Where this occurs, the SENDCo will contact the SENDCo from the school that the child is transitioning from, prior to the move. This will ensure that the child's needs are being met and that everything is in place prior to the child's arrival.
- Transition visits will be arranged to ensure the child feels comfortable within their new setting and has been introduced to the key adults that will support them in their new school.

'To support transition, the school should share information with the school, college or other setting the child or young person is moving to. Schools should agree with parents and pupils the information to be shared as part of this planning process.'

(Department for Education, 2014, 6.57, SEND Code of Practice: 0-25 years)

Admission arrangements for children on the SEND register

The admissions system is designed to make sure that all children can exercise their right to education and that they all have the same opportunity to attend a good school that makes appropriate provision for them.

The admissions requirements under the School Standards and Framework Act 1998; the special educational needs (SEN) requirements under the Children and Families Act 2014; and the disability requirements under the Equality Act 2010 all combine to provide a strong framework protecting children and young people's rights.

As Bramley Sunnyside Junior School is a LA Maintained School, admission enquiries are through Rotherham Metropolitan Borough Council on the following site

<https://www.rotherham.gov.uk/xfp/form/210> or by calling 01709 823777. Further information in regards to this, can be found on our school website under the policies heading.

If your child has an EHCP, the request at a transition stage will be via the EHCP team (01709822672) who will generally call our families to discuss their options and to ask them to share their views. The EHCP team will then consult with the desired schools to see whether they believe they can meet the individual child's needs. If your child isn't at a transition stage but you are wanting to request an alternative placement we would ask that you speak with the school's SENDCo (Mrs Woolley) who will support you through the process and discuss this further during the annual review process.



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Supporting families of children with SEND

Here at Bramley Sunnyside Junior School we pride ourselves on our relationship with parents and carers. Mrs Woolley, our SENDCO is available via email or telephone to discuss any worries or concerns. We also recognise the importance of continuous communication with our families and the school inclusion team are always here to support all pupils and their families.

We also have strong links with a wide range of external agencies in order to ensure that each child's individual needs are met and that barriers to learning are reduced.

SIT – Specialist Inclusion Team (Specialist Teacher – Sarah Grant) 01709334077

Autism Information and Advice Service 01709336404

EPS – Scott Johnson scott.johnson@rotherham.gov.uk

CAMHS – Child, adolescence, mental-health services 01709304808

EH – Early Help (Manager – **Bev Garbett** Link person – **Lisa Storey**) 01709255266

HIT – Hearing Impairment Team (Hearing Impairment Teacher – **Andrea Wilson**) 01709336412

VIT – Visual Impairment Team 01709336415

SaLT – Speech and Language Team 01709423229

OT – Occupational Therapy team 01709423834

PT – Physiotherapy team 01709428859

EHCAT – Education, health and care assessment team 01709822672

SENDIASS - Special Educational Needs and Disability Information, Advice and Support Service
01709823627

Barnardos - <https://www.barnardos.org.uk/contact-us>

Autism Communication Team – 01709336413

School Nurse 01709 423333

Rotherham SEND Local Offer

Rotherham's Local Offer website is designed to help parents and carers find support for children and young people with SEND. The Local Offer aims to bring necessary and useful information together in one place, to help children and young people with SEND and their families. The Local Offer will also provide you with all the information you need to help identify the right support to enable your child to participate fully in, and enjoy, learning and achieving their goals. For further information regarding Rotherham's Local Offer, please visit the website below:

<http://www.rotherhamsendlocaloffer.org/>



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