BRANDON
Primary Academy

SEND Information Report

Date: September 2026

Review Date: September 2027

Relating to all Academies of the
Advance Learning Partnership Multi Academy Trust

Brandon Primary Academy
SEND Information Report

Introduction

Brandon Primary Academy is an Advance Learning Partnership Multi Academy Trust mainstream school for pupils from the ages of 3 to 11. There are 282 children enrolled including a 52 full-time equivalent place nursery provision. Currently, 30% of children are on the SEND register. The school is committed to equal inclusion for all pupils and provides pupils with additional support, if the child has an identified Special Educational Need and/or Disability. The term Special Educational Need and/or Disability (SEND) describes the needs of children who have a difficulty or disability which makes learning harder for them than other children of the same age. The Special Educational Needs Co-ordinator (SENDCo) is Mrs Louise Stabler who can be contacted by phone on 0191 378 0124 or by email at brandon@durhamlearning.net

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Our SEND Provision

The kinds of SEND that are provided for

Brandon Primary Academy provides for all forms of SEND as described in the SEND Code of Practice. At Brandon Primary Academy, we have experience of supporting children and young people with a wide range of needs. For example, the school currently or has recently educated children with:

- **Communication and Interaction**
  This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs
- **Cognition and Learning**
  This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties
- **Social, Emotional and Mental Health Difficulties**
  This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn
- **Sensory and/or Physical Difficulties**
  This area includes children with hearing impairment, visual impairment, multisensory impairment and physical difficulties.

At Brandon Primary Academy we have experience of supporting children and young people with a wide range of need including:

- Speech, language and communication difficulties
- Social, emotional and mental health problems
- Autism
- ADHD
- Sensory impairment e.g. hearing loss
- General learning difficulties
- Specific learning difficulties e.g. dyslexia

- Gross and fine motor difficulties including balance, coordination and handwriting
- Medical conditions

The school provides data on the levels and types of need both to our Multi Academy Trust and to the Local Authority. This is collected through the school census.

Our Approach to Teaching Children with SEND

Inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes not only the formal requirements of the Early Years Foundation Stage Curriculum / National Curriculum, but also a range of additional opportunities to enrich the experiences of all pupils.

The Curriculum also includes the social aspects that are essential for lifelong learning, personal growth and development of independence.

Brandon Primary Academy prides itself in being inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the EYFS (in Nursery and Reception classes) and National Curriculum (in Key Stages 1 and 2) at a level and a pace that is appropriate to their abilities and stage of learning. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

- Modify the curriculum to meet individual needs.
- Provide suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Adjust learning environments to support children's needs.
- Support all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is appropriate to their needs.
- Provide opportunities for pupils to gain in confidence and improve their self-esteem.
- Work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- Identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- Promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- Give every child the entitlement to a sense of achievement.
- Regularly review the policy, procedures and practice in order to achieve best practice.

Most children and young people in mainstream schools will have their special educational needs met through good classroom practice. This is called **Quality First Teaching.**

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.

- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This could involve things like using more practical learning.
- Specific strategies are in place to support your child to learn.
- If your child's teacher has decided that your child has gaps in their understanding/learning after carefully checking on your child's progress they could receive some extra support to help them make the best possible progress.
- All pupils in school should be getting this as a part of excellent classroom practice when needed but other types of support are available for pupils with SEND:

Specific work with a small group of children
This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning and will be put in place if the class teacher or SENDCo think that they need extra support in school. The group, sometimes called Intervention groups by schools, are:

- Run in the classroom or outside.
- Planned and overseen by a teacher but they are often delivered by a Teaching Assistant who has been trained to run the groups.

Specialist groups run by outside agencies
This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups and means they have been assessed as needing some extra specialist support in school. This may be from:

- Local Authority services such as an Educational Psychologist or the Behaviour Support Panel.
- Outside agencies such as the Speech and Language Therapy (SALT) Service, Physiotherapy and Occupational Therapy.

For your child this would mean:

- They will have been identified by the class teacher as needing more specialist input instead of or in addition to Quality First Teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. Additional SEND parent evenings occur three times a year.
- You may be asked for permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
  - ➢ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
  - ➢ Support to set targets which will include their specific expertise.
  - ➢ A group run by school staff under the guidance of the outside professional e.g. a social skills group.
  - ➢ A group or individual work with outside professional.
- The school may give your child some individual support in school. They will tell you how the support will be used and what strategies will be put in place.

Individual support
This is usually provided through an Education, Health and Care Plan. This means your child will have been identified by a specialist professional, such as an Educational Psychologist, as needing a higher level of support than the school can provide from their SEND budget. This is a legal process, which is

carried out by the Local Authority (LA), which sets out the amount of support that will be provided for your child. School will discuss with you if they think that this is required.

As well as providing academic support, school can also provide emotional and social support for students. This can include:

- Social skills/nurture group interventions - provided by both internal staff and external agencies.
- Emotional support and interventions from staff and outside agencies.
- PSHCE Lessons
- Counselling support from outside agencies
- Administration of medicines where necessary

Mrs McGough is the member of staff in school that is trained as a Senior Mental Health Lead who will oversee Emotional and Social provision.

How we adapt the curriculum and learning environment for children & young people with SEND

We believe that inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes, not only the formal requirements of the National Curriculum, but also a range of additional opportunities and educational visits to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning, personal growth and development of independence.

Some of the actions we may take to achieve this are:

- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Modify the curriculum to meet individual needs.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.

At Brandon Primary Academy, we do our best to ensure that all children are offered the opportunity to participate in activities outside the classroom and extra-curricular activities. We ensure that reasonable adjustments are made to enable children with SEND to access a full curriculum and to enrich the experiences of all pupils. We are prepared to seek advice, resources, equipment and training in order to provide high quality experiences for our children. Many settings offer support and advice in meeting the needs of children with SEND and offer specific risk assessments which are sent to the school prior to school educational visits. As a school we ensure that suitable and accessible transport is provided and that comprehensive risk assessments cover travel arrangements to ensure that all children are safe during excursions. More details on how we adapt information, our environment and curriculum can be found in the Accessibility Plan which you can find in the School Policies section of our website.

How we identify, assess and review children with SEND

Most children and young people in mainstream schools will have their special educational needs met through good classroom practice. This is called **Quality First Teaching.**

Early Identification of Need

In deciding whether to make special education provision to support educational, social, physical or emotional needs, we assess all children continuously across all areas of learning including the four broad areas of Special Educational Needs. We assess informally every day through observations and we carry out formal assessments at the end of every term to measure progress and identify the next steps in learning. We work in partnership with parents, carers and pupils by building good relationships, working together and supporting each other.

If there is an identification of need then we will discuss this with parents and if needed a **Short Note** will be completed. We will share this with parents and may begin to gather evidence to inform whether to make special education provision and consider if we need to consult with relevant external agencies and use assessment tools and materials to ensure early help or identification of SEN happens.

- Early Years, Key Stage 1 and 2 staff and the SENCO, where necessary, liaise with Nursery or the child's previous school.
- If a child is performing below age related expectations, then meetings will be held with the class teacher or SENDCo. Observations of the child may also take place.
- SEND is regularly discussed in staff meetings so that all staff can contribute to the identification process.
- We have regular parent meetings and take into account any concerns raised by parents. We pride ourselves on having an 'open door policy' where at any point parents can talk to staff.
- Concerns raised by a teacher, for example behaviour or self-esteem is affecting performance.
- Liaison with external agencies. We work closely with Speech and Language, Occupational Therapy, Durham LA SEND Team, Educational Psychology, NHS School Nurse service, Early Help and Behaviour Support.
- Health diagnosis through local paediatricians from NHS England

SEN Support

Where a pupil is identified as having a special educational need we follow **a graduated approach** which takes the form of cycles of **"Assess, Plan, Do, Review".** This means that we will:

- Assess a child's special educational needs.
- Plan the provision to meet your child's aspirations and agreed outcomes.
- Do put the provision in place to meet those outcomes.
- Review the support and progress

As part of this approach every child with SEND will have an individualised Support Plan that describes the child's needs, outcomes and provision to meet those needs. Parents, carers and children's views are integral to this process. When the child's Support Plan is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

As a school we help children on SEND support by making additional or different provision from that provided to most other pupils to meet their needs. Some children may need more help than the school can provide. If a child does not make progress despite everything staff have tried, an EHC needs assessment might be the next step. A small percentage of children and young people with significant and/or complex needs may require an assessment that could lead to an Education, Health and Care Plan.

In such cases Durham Local Authority will look at:

- The child's attainments and rate of progress.
- Their special educational needs.
- What has already been done.
- The difference that support has made.
- The child's physical, emotional and social development and health needs.

We currently have **3% of children on roll with an EHCP.** If an assessment is rejected by the SEND Panel, then parents/carers have a right to appeal the decision and can be supported through this process by SENDIASS. This process can vary but may include a meeting with a representative from the LA and/or a mediation meeting. If parents/carers are still not happy with the outcome, this can go to a tribunal where SENDIASS can support parents/carers.

All children are required to be formally assessed at varying points between Reception and Year 6. Standard Assessment Tests (SATS) are used to assess Year 6 pupils just before they transition to secondary school. From the academic year 2023/24, Year 2 pupils have not been required to sit SATs like they have done in previous years; however, as a school we will continue to used published materials to assess Year 2 children as part of our internal assessment processes. The Phonics Screening Test is carried out during Year 1 and the Multiplications Check in Year 4. This is something the government requires all schools to do and the results are published.

Details of Identification and Assessment of Pupils with SEND
At Brandon Primary Academy, termly trust-wide assessment is carried out by staff who work together to moderate children's work. This moderation is collaborative and involves all primary schools across the ALP trust. Moderation is also supported by the Local Authority annually. The school uses the Arbour assessment tracking system to analyse data and to identify gaps in children's learning and to plan appropriate intervention when required. This is supported by the central Data Team within the ALP trust. Different children require different levels of support to diminish the difference and to achieve age related expectations.

Some children may join Brandon Primary Academy with parents/ carers having a clear understanding of their child's Special Educational Needs and as a school we see parents as partners in their child's educational journey. In this case, we work together with parents/carers, children and education, health and social care professionals to design an individualised SEND Support Plan that describes the child's needs, outcomes and provision to meet those needs. Parents/carers and the child's views are integral to this process.

If school staff identify a concern, the class teacher and support staff alongside the SENDCo will discuss the child's needs and a meeting with parents/carers and (if appropriate) the child would be arranged at the earliest opportunity. During this meeting a **Short Note** would be completed with agreed outcomes for the child and next steps. The next steps may require the involvement of specialist support or advice for example, Educational Psychology, SENDIASS (Parents Advice and Support Service) or another of education health and social care professional. It is important to understand that the involvement of professionals is not always to label or diagnose but to seek advice and strategies to enable a child to reach their full potential.

As part of this approach every child with SEND will have an individualised SEND Support Plan that describes the child's needs, outcomes and provision to meet those needs. Parents/carers and child views are integral to this process.

A small percentage of children and young people with significant and/or complex needs may require an assessment that could lead to an Education, Health and Care Plan (EHCP).

The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child, to secure the best possible outcomes for them across education. It is a legal document that describes a child or young person's special educational, health and social care needs.

For further information please view or download our Accessibility Plan which can be found in the School Policies section of our website.

How children with SEND engage in all activities

At Brandon Primary Academy, we offer a wide range of additional opportunities outside of the classroom to enrich the experiences of our children and we do our best to enable all children to engage fully in all aspects of school life.

To do this, we:

- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement. This includes after school clubs, educational visits, sporting festivals and competitions.
- We ensure that reasonable adjustments are made to enable children with SEND to access a full curriculum and seek advice, resources, equipment and training in order to provide high quality experiences for all of our children.
- Many providers / settings offer support and advice in meeting the needs of children with SEND and offer specific risk assessments which are sent to school prior to educational visits.
- As a school, we ensure that suitable and accessible transport is provided and that comprehensive risk assessments cover travel arrangements to ensure that all children are safe during excursions.
- Ensure every child has the entitlement to a sense of achievement through marking and feedback, display of children's work and our weekly celebration assemblies.

More details on how we adapt information, our environment and curriculum can be found in the Accessibility Plan and Equality Policy which you can find in the School Policies section of our website.

In School

The school is fully accessible to pupils with physical difficulties.

The following facilities are available for pupils and their parents/carers with physical difficulties:

- Disabled parking bays
- Ramped access to buildings
- Accessible toilets
- Accessible outdoor play areas
- Accessible dining hall
- A private room for administration of medication / first aid
- A sensory room

A risk assessment will be carried out and personal evacuation plan (PEP) will be drawn up for all pupils with physical difficulties or a disability. All staff working with the pupil will be made aware of the plan.

We have an Accessibility Policy linked to the ALP Trust, which is personalised to our school.

Outside of School

The school has a number of after school clubs across focusing on sports and the arts. These are ran by school staff and ALP Active. All of the clubs are accessible to pupils with special educational needs. Pupils take part in curriculum based educational visits throughout the year linked to their year group programmes of study. A risk assessment is completed for all school visits. The Senior Leadership Team, overseen by the Executive Headteacher and Head of School, makes decisions based on whether it is safe for a child to leave the premises, taking into account the emotional needs of the pupils.

Risk Assessments are recorded on EVOLVE and sent to the ALP Trust H&S Team and, for higher risk, residential visits, they are also sent to Durham Local Authority for approval.

How we evaluate the effectiveness of SEND Provision

We continuously ensure the provision has a positive impact on the outcomes for all of our children/young people. We do this in a variety of ways, including:

- Robust evaluation of policy and practice.
- Book scrutinies.
- Lesson visits.
- SENDCO/SLT/Governor monitoring.
- Learning walks.
- Performance Management processes.
- Questionnaires and feedback from pupils and parents.
- External ALP Trust Review days.

Support for Emotional & Social Development

At Brandon Primary Academy we are an inclusive school and we consult with a wide range of agencies and partnerships to ensure the Emotional and Social Development needs of SEND children are met. Staff understand the importance of Emotional and Social Development and aim to support and promote the emotional wellbeing of all children. On a daily basis the class teacher is responsible for the pastoral and social care of every child in their class, therefore this would be the parents' first point of contact should further advice or support be required.

At Brandon Primary Academy, the SENDCo, as well as our Senior Mental Health Lead, Family Support Worker works with many children, parents and families to provide an additional layer of pastoral care. We have an open-door policy and value our relationships with parents. Staff are available for short messages before school and longer chats after school by appointment.

Brandon Primary Academy has and maintains close links with agencies providing specialist expertise. In order to access the best professional advice, we also link with Local Authority and Private Providers of additional services, such as Occupational Therapy, School Nursing Team, Social Services and Medical Professionals. Our Training Room is available to hold multi-professional meetings in school so that parents are comfortable in the school environment and the child can join us easily, if it is appropriate.

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. Children are also praised for achievements in our Friday's celebration assembly.

Looked After Children with SEND

We have a Designated Teacher for Looked after Children (LAC), Mrs Katie McGough who is our Head of School. Mrs McGough works closely with the Virtual School Head (VSH) who is there to ensure effective systems are in place for LAC.

A significant amount of children may be undiagnosed when they begin to be looked after and we work quickly and effectively to assess any undiagnosed SEND to ensure that they are addressed as quickly as possible.

Mrs McGough works closely to ensure that all staff understand the implications for LAC with SEND. LAC with SEND are supported in school and have a Support Plan which is reviewed every term. All LAC have a statutory Care Plan, which is drawn up and reviewed by the Local Authority that looks after them.

The Personal Education Plan (PEP) is a legal part of the Care Plan; which is a statutory requirement for LAC in education provision. Mrs McGough ensures that LAC have a PEP, which is also reviewed every term.

The Support Plan and the PEP should complement each other. If a LAC with SEND requires further assessment for an Education, Health and Care Plan (EHCP) we are particularly aware of the need to avoid any delays for LAC and carry out the EHC needs assessment in the shortest possible timescale. Addressing a LAC's SEND will be a crucial part of avoiding any breakdown in their school and or care placement.

SEND Transition and Admissions

Transitions can be difficult for a child with SEND and we take steps to ensure that any transition is a smooth as possible.

Pupils with an Education, Health and Care Plan will have a review in the Autumn term before they move to secondary school to discuss the transition. Parents will be informed by March of the year that they transfer which secondary school they will attend in September.

If you are transferring from another primary school, before your child moves to Brandon Primary Academy, whenever possible staff will have the opportunity to visit them at their previous school or setting (Nursery) and we will arrange for your child to visit us to meet their new teacher and classmates. We also speak to parents before their child begins at the school as they know their child better than we ever can.

Each transition is as personal to the child and their needs as possible, and we review staff training to ensure that staff teaching your child have a knowledge of their needs so that we can have everything in place for them. If the child has an EHCP, the education provision can be discussed during a review meeting or by contacting the SEND caseworker.

For children transferring into our setting, we will receive the consultation from the SEND Team at the Local Authority and we will discuss with them how to meet the provision outlined in the EHCP.

If your child is moving to another school, we will contact the SENDCo at the new school and ensure they know about any special arrangements or support that need to be made for your child. We will also make sure that all records about your child are passed on as soon as possible. Where possible your child will visit their new school before they begin and in some cases staff from the new school

will visit your child in this school. When your child moves to secondary school, staff from Brandon Primary Academy will discuss the specific needs of your child with the SENDCo of their secondary school.

When moving classes in school, information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All Support Plans will be shared with the new teacher. If your child would be helped by a book to support them understand moving on then it will be made for them.

SEND Staff Responsibilities and Expertise Training

There are a number of people in school who are responsible for special educational needs in school:

The **Executive Head Teacher** (Mr Chris Baines) is responsible for:

- The strategic leadership and management of the school, including the strategic leadership of all aspects of SEND.
- Ensuring that the ALP Trust and Academy Council is kept up to date about any issues in the school relating to SEND.

The **Head of School** (Mrs Katie McGough) is responsible for:

- The day-to-day management of all aspects of the school, including support for children with SEND.
- Making sure that your child's needs are met but they will give this responsibility to the SENDCo and class teachers.
- Making sure that the Academy Council is kept up to date about any issues in the school relating to SEND.

The **Special Educational Needs Co-ordinator (SENDCo)** Mrs Louise Stabler is responsible for:

- Coordinating all the support for children with Special Educational Needs and Disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school.
- Ensuring that parents/carers are:
    - Involved in supporting their child's learning
    - Kept informed about the support their child is getting
    - Involved in reviewing how they are doing
    - Involved in planning for their future.
    - Contacting other people who may be coming into school to help support your child's learning for example, an Educational Psychologist.
    - Making sure that there are records of your child's progress and needs.
    - Provide specialist support for teachers and support staff in the school, so they can help pupils with SEND in the school make the best possible progress.
    - Support class teachers in writing Support Plans that specify your child's targets.
    - Ensuring that all staff working with the pupil in school are helped to deliver the planned work/programme so the pupil can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

The **Class Teachers** are responsible for:

- Making sure that all children have access to Quality First Teaching and that the curriculum is adapted to meet your child's individual needs.
- Checking on the progress of your child and identifying, planning and providing any additional help your child may need and letting SENDCo know if necessary. This could be things like targeted work, additional support.
- Writing Support Plans with the SENDCo. These will be shared and reviewed with parents at least once each term.
- Planning for the child's next term based on their progress.
- Ensuring that all staff working with the child in school are helped to deliver the planned work/programme so the child can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. The Teaching Assistants work with the class teacher to identify areas of support for pupils with SEND. They:
    - Support pupils to access the curriculum.
    - Help to implement scaffolding and specialist support strategies in the classroom.
    - Keep pupils focused on learning activities during lesson.
    - Attend all training opportunities related to SEND and scaffolding.
    - Are mainly classroom based, however they are able to deliver specific SEND programmes outside of the classroom.
    - Help pupils to develop effective ways of becoming independent learners.

The **SEND Governor** (Caroline Ross) is responsible for:

- Making sure that the school has an up to date SEND Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the necessary support is made for any child who attends the school, who has SEND.

School staff are trained in specific areas where there is a current need. The Executive Headteacher and Head of School collect information on areas for development through appraisals and staff meetings and ask the appropriate professionals to deliver it as whole staff or individual training. The Executive Headteacher, Head of School and Senior Leadership Team find appropriate specialist support training and enrol staff on courses. Training is also provided for staff when pupils are admitted to school with a SEND that no-one in school has experience of.

Teaching Assistants in school have attended training to deliver specific interventions to support children in areas of social communication, reading and maths and areas of children's Social and Emotional development, including mental health and wellbeing.

Staff within school have different levels of expertise in order to support pupils with Special Educational Needs:

Awareness – this is basic awareness of a particular type of SEND. All staff who come into contact with the pupil will have this level of training and it will be carried out by the SENDCo, Durham specialist trained school staff, Durham SEND services such as Cog/Learning or EWEL or other specialist service.

Enhanced – this level of training will be carried out by staff working with the pupil regularly, such as class teachers, and will focus on how teaching and learning can be adapted to meet the pupil's needs. The training can be carried out by the SENDCo, Durham SEND services such as Cog/Learning or EWEL Team, staff from special school provision or other specialist services.

Specialist – this is in-depth training about a particular type of SEND for staff who will be advising staff who support pupils at an enhanced level. This could be a specialist SEND teacher or a SENDCo if they had appropriate qualifications. At Brandon Primary Academy, staff have had awareness training in, but not limited to, Specific Learning Difficulties, Language Training, Autism, ADHD, Emotional Literacy, Positive Handling, Administration of inhalers and adrenalin pens. Brandon Primary Academy is proactive in seeking training when the need arises.

Consulting with our SEND Pupils, Parents & Carers

Consultation with Children and Young People with SEND
We encourage and value the opportunity for children to be able to express their views about school life. Children who have Support Plans discuss their targets with the class teacher and SENCO. We have carried out pupil questionnaires where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry.

If your child has an EHCP (Education Health & Care Plan) their views will be sought before any review meetings.

Teachers, the SENDCo and Support Staff will work with children to identify the support needed to meet agreed outcomes. The provision is planned and interventions are allocated to individual needs. The children take an active role with setting their outcomes and discussing them with the class teacher/SENCO. The children have regular meetings with staff to discuss their progress and support. Pupils are encouraged to share their aspirations and views in review meetings and this will be done in a way that is appropriate to their age. Where a child lacks the capacity to do this, parents/carers/familiar staff can act as their advocate and complete these views/aspirations on their behalf.

Consultation with parents and carers of children and young people with SEND
Parents/carers can contact school if they have any concerns about their child by telephoning, writing or coming into the office and requesting a meeting or speaking to staff at the start and end of the school day.

Parents and carers are also kept informed through the Dojo system and phone calls. Staff will contact parents or carers to discuss issues, concerns or progress of individual children.

The school holds termly parent evenings for all parents. If their child has Special Educational Needs, parents and carers will be involved in termly review meetings to discuss progress towards current outcomes, setting outcomes for the future and future targets. Parents can also request a meeting with the school SENDCo should they wish to discuss their child's SEND Support Plan. We are committed to working with parents and carers to identify their child's needs and support. Parents and carers will be involved throughout the process.

There are a range of ways this can be done, for example:

- Termly parents/ carers evenings;
- Ongoing discussions with a class teacher and/or SENCO;

- An ‘open-door’ policy, where parents and carers are welcome to come into school to discuss any concerns they may have;
- Through termly reviews of their child’s SEND Support Plan/ EHC Plan.
- Annual EHCP review meetings
- Asking for Parent views at meetings and in questionnaires

Annual Reviews are held for pupils with Education, Health Care Plans. These reviews focus on achievements, the progress made towards the outcomes, support and future plans and is held with parents/carers, the pupil and any other agencies involved. Progress towards the outcomes outlined in the EHCP will be reviewed termly. Progress reports can be provided to parents/carers in alternative formats if required.

Compliments, Complaints and Feedback

We are always seeking to improve on the quality of education we provide for children with SEND and are keen to hear from parents about their child’s experience.

We would also like your views about the content of our SEND Information Report. If you would like to comment please contact us.

Compliments are always gratefully received and can be passed on either directly to staff and the SENDC0, or formally recorded via an email or letter to the Executive Head Teacher or Head of School. These positive comments will be published on this area of our school website.

We hope that complaints about our SEND provision will be rare, however, if there should be a concern, parents/carers should contact the SENDCo. If the complaint is not resolved, the school has a complaints policy which can be found on our website.

Parents/carers can contact the Durham Special Educational Needs and Disability Information and Advice Support Service (SENDIASS) on 0191 587 3541 or 03000 267 007. Alternatively, you can email at sendiass@durham.gov.uk or complete the contact form through their website at https://durhamsendiass.info/contact-us/ This is a free, confidential service for young people who have SEND and their parent/carers. The service is available whether or not the young person has an Education Health Care Plan.

Durham County Council has developed a Local Offer which provides information about education, health and social care support for children and young people with SEND in Durham. The Local Offer can be found at www.durham.gov.uk/localoffer