How does Brook Acre Community Primary School know if children need extra help?

Children are identified as having Additional Learning Needs (ALN) through a variety of ways including the following:

- Liaison with previous setting/school
- Child is performing below age expected levels
- Child is making below expected progress despite intervention and quality first teaching
- Concerns raised by the parent or carer
- Concerns raised by the teacher, for example behaviour or self-esteem is affecting performance
- Liaison with external agencies i.e. Paediatrician, CAMHS (mental health), Social Care

What should I do if I think my child has special educational needs/additional learning needs?

Talk to us!

- Firstly contact your child’s class teacher. You don’t have to wait until a parents’ evening. Teaching staff are always happy to meet with a parent or carer and are available by appointment before and after school.
- Mrs Cunniffe is the Inclusion Coordinator and will be happy to discuss any concerns you have; she can be contacted via the school office.
- After meeting with the class teacher and inclusion coordinator, if you still feel there may be an unidentified difficulty or an unmet need, please arrange an appointment with the Headteacher, Miss Holmes.

We pride ourselves on building positive relationships with parents and carers. We are open and honest with parents and hope that parents and carers are able to do the same with us.

How will Brook Acre Community Primary School support my child?

- The level of support will depend on your child’s need. All teachers are responsible and accountable for the progress of each child within their class
- The class teacher will adapt work to meet the individual needs of your child. This is known as differentiating work within quality first teaching
- Your child may have intervention support with a Teacher or Teaching Assistant, either individually or as part of a group. This may take place within the classroom during a lesson, at the side of a classroom, or in a different room dependent on the type and
environment requirement of the intervention. The regularity and lead teacher of these sessions will be explained to parents during parent-teacher meetings.

- Our Inclusion Coordinator, Mrs Cunniffe, oversees all support and progress of any child requiring additional support, across the school.
- The class teacher, Key Stage Team Leader, Headteacher and Inclusion Coordinator will review your child’s progress and the impact of any learning interventions, on a termly basis.
- Some children will receive additional teaching support from the Speech and Language Therapist who comes in twice a half term to work with identified children.
- Additional assessments may be requested from the Educational Psychologist (EP), Speech and Language Therapist (SALT), Learning Support (LS) or behaviour support (BS). Assessments may take place in school by external professionals but this will always be discussed with the parent or carer and permission sought before this takes place.

Who will explain this to me?

- The class teacher will meet with parents at least on a termly basis (this could be as part of parents’ evening) to discuss your child’s needs, support and progress.
- For further information Mrs Cunniffe, Inclusion Coordinator, is available to discuss support for your child in more detail.

How will I know how my child is doing and how will you help me to support my child’s learning?

- We offer an open door policy where you are welcome to make an appointment to meet with either the class teacher or Inclusion Coordinator and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child’s education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If your child is on the register of Additional Learning Needs they will have an Inclusion Log, which will have individual targets for your child, alongside current interventions and progress tracking. This is discussed at every parents’ meeting and parents are given a copy of their child’s targets. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the end of the half term, or in some cases the end of the term.

How does the school know how well my child is doing?

- As a school we measure children’s progress in learning against National Curriculum and age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed.
• As a school, we track children’s progress, using a variety of different methods including National Curriculum levels.

• At termly pupil progress meetings the Class Teacher, Inclusion Coordinator, Key Stage Team Leader and Headteacher meet and discuss the progress of every child in detail. Where accelerated progress is being made, reasons for this are analysed for best practice to be shared and information about how individual children learn most effectively is gathered. If children are not making expected progress, this is highlighted within the meeting and discussions take place to identify reasons why a child may be experiencing difficulties and what further support can be given to aid their progress.

What support will there be for my child’s overall wellbeing?

• Brook Acre Community Primary School is an inclusive school, which welcomes and celebrates diversity. We strive to support children’s wellbeing and self-esteem at every stage, enabling them to become successful learners, confident individuals and responsible citizens.

• Our school ethos is one of success built on inclusion, care and support for all learners.

• We strive to create empowered and independent individuals who can face and overcome any barriers, with determination and resilience

• The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents’ first point of contact if any concerns arose.

• If further support is required, the class teacher liaises with the Inclusion Coordinator, Key Stage Team Leader, Safeguarding Manager, Deputy Head or Headteacher for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

• Social and Emotional Aspects of Learning (SEAL), forms a key part of our school curriculum in all year groups.

• We celebrate SEAL foci each week in our Friday celebration assemblies.

How does the school manage the administration of medicines?

• The school has a policy regarding the administration and management of medicines, which can be found on the school website.

• Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day.

• A Form 1 is completed for any child who takes regular medication, or has a known medical condition, to inform first aiders and school leaders of an individual child’s need.

• As part of the form 1, first aid trained staff are specified to oversee the administration of inhalers, insulin or epi-pens and monitor general medical needs.

• If additional short-term medication is required, where possible this should be administered by a parent. In some circumstances the headteacher or deputy may
authorize school staff to administer short-term medication. Requests for this must be made to the school office.

- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

What specialist services and expertise are available at or accessed by the school?

We mainly work with these agencies, but they can also signpost us to other appropriate agencies:

- Speech Therapist
- Educational Psychologist
- School health Advisor
- Occupational Therapist
- Physiotherapist
- Learning Support Team
- Behaviour Support Service
- CAMHS (mental health support)
- Social Care Services
- Community Paediatrician
- Parent Partnership
- Specialist Nurses

What training has the staff received?

Staff training needs are assessed regularly with additional training sought/provided to meet the needs of the pupils in school

- Our English Curriculum Leader is an experienced ECAR teacher and is currently training for a Dyslexia Approved Teacher Status. She is very experienced in working with children with reading and writing difficulties.
- Several teaching support assistants are trained to deliver specific English interventions, such as: Better Reading Partners, Fischer Family trust Wave 3 Literacy, Quest, Project X Code, Reading Inference, Black Sheep speech and language
- Several teaching support assistants are trained to deliver specific Mathematics interventions, such as: First Class Number, Numbers and Patterns, Wave 3 Maths, Success @ Arithmetic
- A number of our staff have attended ELKLAN Speech and Language Therapy training to NVQ level 2 or 3
- A number of teaching support staff have attended 10 sessions of Denbighshire Language Training
- All of our staff are trained to build resilience within the classrooms and around school
- All of our Teaching and Support Staff have had training in delivering letters and sounds phonics.
- A number of our staff are Team Teach trained to support de-escalation and positive handling of children experiencing difficulties controlling their own behaviour
- Some staff are trained to deliver fine and gross motor development interventions
- Some staff are trained in Makaton signing.
How will my child be included in activities outside the classroom including school trips?

- All children are included in all parts of school life and we aim for all children to be included on school trips. We will provide the necessary support and staffing to ensure that this is successful.
- All school trips and visits outside of school require a risk assessment. Children with significant needs may require an individual risk assessment involving parents to ensure that they are able to take part in the trip successfully.

How accessible is the school?

- Brook Acre Community Primary School is a two story building with full accessible access to all areas of the ground floor and playground. The school has 2 accessible toilets.
- Accommodating children with additional needs is carefully considered each year when children move classes.

How will the school prepare and support my child to join the school and transfer to a new one?

- Before your child starts school, wherever possible, we will visit your child in their previous setting, offer a home visit and invite you to visit us so that we can ensure a positive start into school.
- We work closely with the receiving school when children are transferring to secondary school to ensure a smooth transition, providing additional transfer visits and inviting staff to come and meet and observe your child in school.

Where parents/carers can get extra support

- There are a number of parent support groups within Warrington, details of these can be found in the Warrington Borough Council’s Local SEND Offer. Please do not hesitate to come into school to seek further details.
- Parent Partnership is an independent body who will support you at meetings or completing forms and will visit you at home, if required.

What to do if you are not satisfied with a decision or what is happening

The School Complaints Procedures can be found on the school website.

- Your first point of contact is always the person responsible – this may be the class teacher, the Inclusion Coordinator or the Headteacher. Explain your concerns to them first.
- If you are not satisfied that your concern has been addressed, speak to the Headteacher then ask for the school Governors representative.
- If you do not feel the issues have been resolved, we will arrange a meeting with the Chair of Governor’s who can be contacted via the school.
- If your concern is with the Local Authority, contact the responsible person directly by calling the Local Authority inclusion Department on 01925 442917