



School SEND Information Report



SENDCo – Anna Rumbles

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This SEND Information Report has been written alongside the SEND Policy and Accessibility Plan and to comply with the revised SEND Code of Practice 2015, Children and Families Act 2014 and the Equality Act 2010.



Meet the Team



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ELKLAN Years 1-6

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Meet the Team



Mental Health Lead

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Mental Health Lead

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ELSA

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How do we make the school inclusive and a positive environment for children with Special Educational Needs and Disabilities (SEND)?



- Unconditional positive regard
- Engaging learning
- Caring and therapeutic attitudes
- Part of the school community



How do we identify that a child has a special education need or disability?



- Look at regular assessments and data
- Teacher and parent observations
- Talking to previous schools if they are new to the school
- Information from other services involved such as health

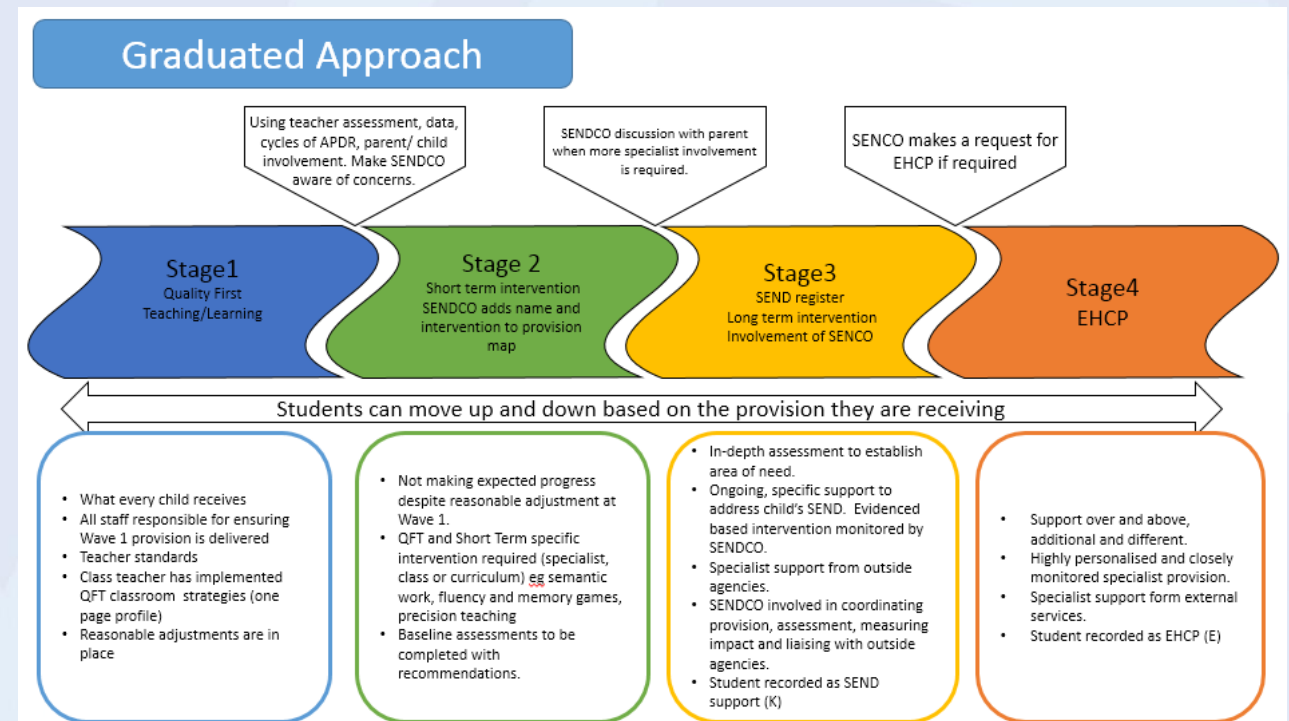


How do we support children with SEND?



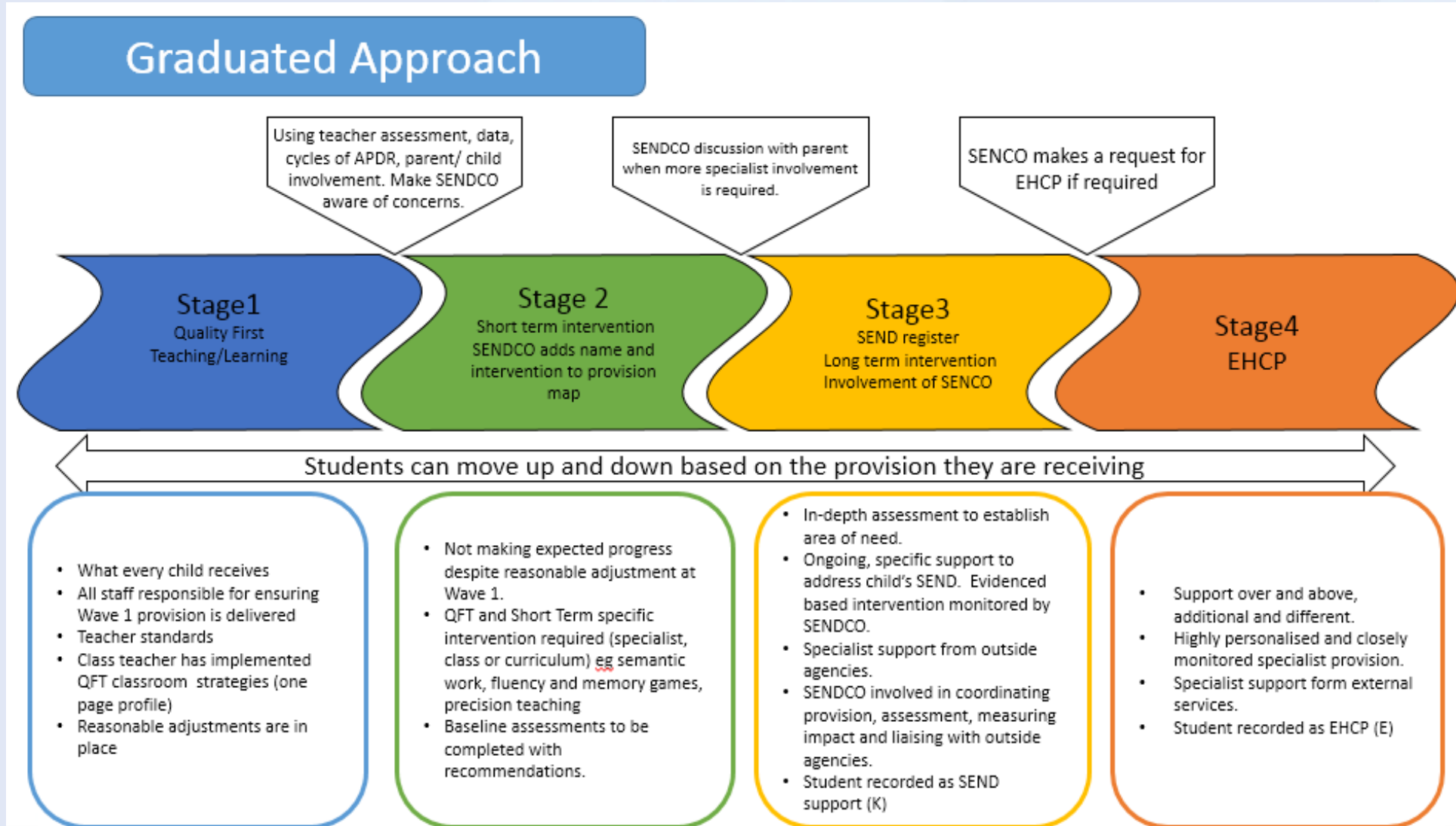
All children (with SEND or not) are supported by:

- Quality First Teaching
- Inclusive environment
- Reasonable adjustments
- Teaching adaptations
- Teacher or TA support
- Monitoring of progress





How do we support children with SEND?



How do we support children with SEND?



- Every child is different, so will need different adjustments or curriculum adaptations
- Targeted support may be provided in a small group and may involve liaison within school or with external professionals
- Assess Plan Do Review Cycles
- Monitoring of progress - SEN support/EHCP





What is an EHCP?

EHCP: Education Health and Care Plan.

The majority of children and young people with SEN and disabilities will have their needs met through SEND support. Those with complex needs that cannot be met by the ordinarily available provision support put in place by their school or college, an Education, Health and Care needs assessment may be required. This may lead to an EHCP.

Description
Family views & aspirations
Special Educational Needs
Health Needs related to SEN
Social Care Needs related to SEN
Outcomes
Special Educational Provision
Health care provision
Name of school or type of placement
Personal Budgets and Direct Payments
Advice and Information (Appendices)

Peterborough Local Offer/SEND Hub



[Peterborough Information Network | Peterborough SEND Information Hub \(Local Offer\)](#)

How do we monitor progress?

- Classroom assessments and observations
- Targeted Support baselines/end assessments
- Assess Plan Do Review Cycles
- Parent input
- Pupil voice



How do you work with families to support children with SEND?



- Communication with parents
- Assess Plan Do Review Cycles
- Annual reviews
- Gathering pupil voice



My Target	1	2	3

How do you work with families to support children with SEND?

- [Braybrook Primary Academy](#)
- [Early Help and Targeted Support](#)
- [SENDIASS](#)
- [Peterborough Information Network \(PIN\)](#)
- [Learn together](#) website and [OAP toolkit](#)
- [Peterborough SEND Information Hub \(Local Offer\)](#)



How does the school work with outside agencies?



- Health
- SEND district team
- Family workers and Targeted Support
- Social care
- SENDIASS and Pinpoint



How do we support children with medical needs and disabilities?



- Discuss the needs of the child on an individual basis
- Take advice from other professionals where needed
- Agree a plan that meets their needs

The image shows a form titled "BSACI ALLERGY ACTION PLAN" with logos for BSACI, RCPCI, and AllergyUK. It includes fields for Name, DOB, and a photo. A red-bordered box highlights "Watch for signs of ANAPHYLAXIS" with symptoms like persistent cough, wheeze, difficulty breathing, and loss of consciousness. It lists actions to take for mild/moderate reactions and provides instructions on how to use a Jext injector. Emergency contact details and parental consent sections are also visible.

How do we support children's emotional wellbeing?



- PSHE
- Pastoral Support
- Targeted Social Support
- Outside agency involvement



How do we support children to access the wider curriculum?



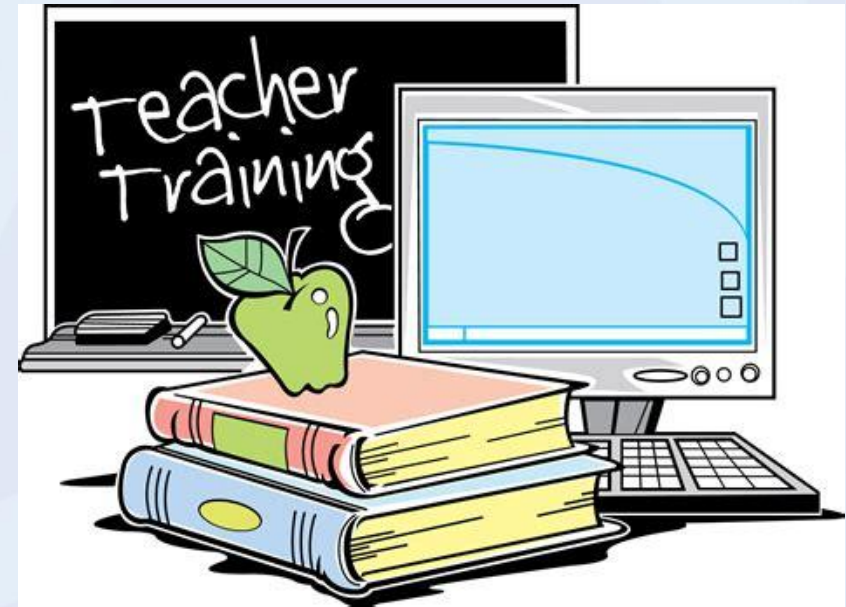
- Reasonable adjustments to access trips and activities
- Some SEND or other additional need specific events
- Risk assessments
- Discussion with parents
- Visuals and social stories
- Pre visits where appropriate



What training have staff had for supporting children with SEND?



- General SEND courses (school and external providers)
- Training for specific individual needs
- Observing, shadowing and modelling



What will happen when my child moves class or school?



- Transition information shared with relevant staff in school
- Transition information shared between previous or next school
- Observations of child or meeting with previous or next school
- Social stories
- Stay and play sessions/ visits



What if I am not happy with the provision for my child?



- First talk to the class teacher
- Next talk to the SENDCO
- Then contact the Headteacher or Deputy/Assistant Headteacher
- If you are still not happy, then follow the complaints procedure

