

## Who's who at Brinkley Grove?

**Headteacher:** Mr D Smith

**Deputy Headteacher:** Mrs B Patmore

*responsible for the overall management of SEN provision.*

**The Inclusion Manager is Mrs S Bellamy she is responsible for:**

*The day to day operation of the SEN policy.*

*Working with and advising fellow teachers*

*Setting and monitoring targets.*

*Keeping in touch with parents.*

*Working alongside external agencies.*

**Class Teachers are responsible for :**

*identification of children who have SEN*

*Implementing the policy*

*Suitably differentiating the curriculum*

*Working alongside the Inclusion Manager and informing her of any concerns.*

**Our SEN Support Assistants** support children, teachers and Inclusion Manager throughout the school.

**School Governors** The governors are responsible with the Head teacher for deciding the school's policy and reporting to parents

**Governor with SEN responsibility:** Mrs O'Neill

For further information contact;

Mrs S Bellamy or Mrs J Merrick

If you are worried about your child and just want to chat through your concerns , please phone the school and make an appointment to see Mrs Bellamy. She is very happy to talk about a range of concerns you may have about your child including:

**Lack of progress at school**

**Behaviour difficulties in school**

**Behaviour difficulties at home**

**Health problems that are impacting on home and/or school life.**

**Independence skills concerns**

**Social skill concerns**

**Speech and language difficulties**

**Obsessive behaviours**

**Physical disabilities**

**Withdrawn or hyperactive behaviour**

**Grief and bereavement**

**Emotional difficulties**

**General concerns about sleeping, eating, weight gain weight loss etc.**

# Brinkley Grove Primary School



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Head Teacher: Mr D Smith

## *Inclusion Explained*



TEL: 01206 852266



# Dynamic learning for our bright future!

## Vision Statement

### Aims and Objectives

- 1) We are committed to educating the whole child to the highest possible standards.
- 2) We believe all pupils deserve to experience and recognise success in their learning.
- 3) We believe all pupils are of equal importance.
- 4) Each child has the right to learn without disruption and to feel secure and happy.
- 5) We believe the children benefit when the parents/carers and school work closely together.
- 6) We believe that children have the right to understand and influence their communities.



The school works closely with other professional partners based at the school or regularly visiting us.

Our school nurses are... TBA

Our speech and language therapists are ... Penny Nichols and Nicki Worth

Our physiotherapist is.. Jo Barratt

Our occupational therapist is... Gail Macey

Our Educational Psychologist is Corrinne Twomey

Our Home/school worker is Amanda Rowe

We have a specialist teacher team who also come in to work with children in an advisory capacity to the school.

They will be involved in working with your child's teacher and reporting to the Inclusion Manager, they also contribute to the overall plan for what your child needs.

We also have contacts with many health care professionals and work closely with social services and family solutions when it is necessary to support a family with greater needs.

Our Governing Body plays an active role in strategic planning and has responsibility for overseeing the practice in the school. The Governing Body also ensure that we meet the needs of learners and families.

## Terms and Definitions.

**S.E.N** - Special Educational Needs

**SENCo**—SEN Co-ordinator and Inclusion Manager

**Inclusion Manager**—The Inclusion Manager is someone who does the job of a SENCo but also takes on the role of child protection deputy, EAL Manager, Behaviour Manager, disability manager which includes writing care plans and risk assessments with the Health and Safety Manager and is responsible for gifted and more able children and other groups identified as vulnerable in the school.

**SENIMS**— SEN in a mainstream school

**LSA**— Learning Support Assistant

**One plan**—this replaces IEPS and is designed to be more personal than the old system.

**EHC**— Education, Health and Care Plan—this replaces the statement and is a legal document that identifies specific SEN provision required for a pupil.



## Stages of Assessment

**Umbrella:** the teacher identifies a concern, parents are made aware and kept informed of any changes.

**SEN (Special Educational Needs) The Inclusion Manager** is informed and an one plan is written. The One plan is regularly reviewed with parents and teachers and key workers.

Outside agencies are sometimes involved in the support of teacher and child.

**ECH—Education Health and Care Plan**

This is a legal document which sets out the needs of the child clearly.

Parents can opt in to handle the budget for their child. The money allocated is spent in liaison with the Local Education Authority.



## What is Special Educational Needs?

Parents will know that special educational needs and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

The school will work closely with the young person and their parents to identify what support is needed, what the specific barriers to learning are and to understand why a student may not be making progress. We will then seek to put in place appropriate interventions such as:

- 1:1 small group speech and language work
- Small group work for maths and literacy including R.W.I .

Paired reading (older/younger students)  
Input from specialist teacher  
Specific Equipment requirements

All interventions are monitored and evaluated for the effectiveness of their impact.

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