

“What can we do to help each other?” Edward Bryant – Inclusive Practice



Figure 1 Emma Purkis - Special Education Needs Co-ordinator - Edward Bryant

This is the growth mindset of the staff at Edward Bryant School towards inclusion led by Inclusion Leader, Emma Purkis.

Edward Bryant is situated in the centre of Bognor Regis and has 12 children with Education, Health and Care Plans (EHCPs), 17% Special Educational Needs (SEN), 31% EAL (English as an additional language) and at least 13 different languages within the school.

The school are proactive in their approach to inclusion. Their key areas of development have been working with parents and skilling up staff to support children with Autism Spectrum Condition (ASC). They have worked collaboratively with outside agencies and understand that it is vital to follow through on advice and action points in order to give each child the best opportunities to be included within the school.

Emma has ensured she has networked with other local Special Educational Needs Co-ordinators (SENCOs). She has discovered the support that is available and ensured there is good communication to support their pupils with additional needs.

Strategies have worked for Edward Bryant

- They understand that it is key to involve the children. They use Person Centred PATHs for their annual reviews and to capture the child's point of view. The child will also attend their Annual Review meeting. They have a pastoral manager, Mr Evans, who works with the children to support them with their feelings, emotions and anxieties.
- The Nurture Room:



- Involving parents makes a huge difference to the outcomes of the children. Emma and the class teachers communicate regularly with parents in order to keep them updated and to support as much as they can. They ensure that

resources are mirrored for use at home and parents are given time to understand how to use them to support their child.

- Teachers are using the new Individual Learning Plan (ILP) formats and are regularly updating and annotating them to show progress and success. Teachers share their skills and experiences and have termly meetings with Emma in order to specifically discuss how those children with Special Educational Needs (SEN) are doing and what support they need going forward. Alongside these conversations she uses data and tests to inform next steps and to identify needs. Moreover she knows that persistence and consistency with strategies is important as it takes time to embed. There is a regular training program for staff to keep their skills and knowledge current.

Emma also believes in having high expectations and aspirations for her students. Being in school allows them to access an education and creates an environment where students want to learn. Therefore Emma adopts a flexible approach in ensuring that her students are supported by the all staff members. The impact of this ensures that positive trusting relationships are built with her, children, parents and staff.

As a result of her support of staff she is seeing them become more proactive. Furthermore, her 'quick win' approach is also having a positive effect, especially where resources are concerned. One child had a bottle of glitter made for them to help calm them and this has now been used successfully for several children across the school.

With another child she uses small scented candles as a distraction and the sensory feedback of the different smells helps them to calm down. Through thoughtful support and

questioning she builds relationships and an understanding of where anxieties come from and how best to support each child. She is a firm believer in an individualised approach and ensuring the needs of the individual are met.



Figure 3: A safer place for children



Figure 2: Glitter Bottle

Emma works closely with other SENCOs in the Felpham and Bognor (FAB) Locality in order to share good practice and to act as a support network for each other. Emma and her colleague Kate Miller, from Nyewood Infants School, also run training for newly qualified teachers (NQTs) in the FAB Locality to support them in their understanding of SEND which they can then implement in their own classrooms.

"Since becoming involved with Edward Bryant School 9 years ago, the SEN provision has improved as the school has grown.

I felt my daughter was fully supported throughout her time there and she left with an EHCP in place for Secondary School. This involved a lot of work by the fantastic SENCO the school has in place.

I would highly recommend this school to anyone and I continue to be involved with EBS as my son is now in Year 2 ." Parent Carer - Janet Pranskus