

Broomhill First School



Special Educational Needs and Disability Information Report

‘Pupils love attending Broomhill First School. They know that adults care about them. Pupils say there is always someone to share their worries with. This helps pupils to feel safe. Pupils respond well to adults’ high expectations. Adults are effective role models. They ensure pupils are well behaved at all times. This includes those who have special educational needs and/or disabilities (SEND). The curriculum reflects leaders’ ambitions for pupils. They make sure pupils receive a good-quality education. This includes those pupils with SEND. The school’s curriculum extends beyond the academic subjects. The work to develop responsible, respectful and active citizens is strong.’ Ofsted, May 2022.

Mission Statement:

To create a happy and caring environment in which everyone feels valued and everyone is supported to fulfil their potential, ensuring that every child flourishes. *Together we succeed.*

Aims:

Our SEND policy and information report aims to:

- Work in collaboration with our SEND policy.
- Set out how our school will support and make provision for pupils with special educational needs
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Broomhill First School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability but this policy covers all of these pupils.

At Broomhill First School, we believe that provision for children with SEND is the responsibility of the whole school and we expect that every member of staff accepts and embraces this responsibility and class teachers are aware of, and accept, accountability for the progress all pupils in the class make, including those with additional needs. We recognise the need to work in partnership with parents, carers and learners and value the contribution they make to a learner’s education.

We recognise and celebrate the strengths, abilities and interests of all learners.	We put the voice of the learner and their family at the centre of planning.	We work together to agree and achieve aspirational goals which are important to the learner.
Within the parameters of our building, we are flexible in developing and delivering a physical environment that meets the needs of all learners.	We ensure that there is a strong focus on effective provision which supports learners’ personal development and promotes wellbeing	Through a flexible approach, we develop and deliver a curriculum that effectively meets the needs of, and responds, to all learners.
We ensure that all staff are well trained in, and supported to, reflect on the effective teaching of learners with SEND.	We are outward looking. We seek, record, share and implement advice from professionals.	We work together to ensure effective transition between stages of learning and aim to ensure learners are prepared for this next step towards adulthood.

TYPE OF SCHOOL:	Maintained Mainstream	Local Authority Maintained First School: Reception to Year 4. Nursery provision is also available.	
ACCESSIBILITY:	Fully Wheelchair Accessible	Yes	
	Auditory/Visual Enhancements	None	
	Other Adaptations	Accessibility aids in children's toilet, which are situated on the ground floor.	
	Children with Medical Needs	Policy for pupils with medical needs, including the creation of individual care plans for children with more complex needs. We work with families to and, where necessary, health services, and we will work to ensure that relevant staff receive appropriate training to enable school to meet medical needs.	
CORE OFFER:	<p>Are you currently able to deliver your core offer consistently over all areas of your school?</p> <p>Yes. All children are on one site. All children receive quality first teaching and teaching staff understanding that they are responsible and accountable for the educational development of all children in their class. Teaching staff provide high-quality, appropriate, purposeful provision and focus strongly on using their best endeavours to provide inclusive practice. Staffing is flexible based on the needs of the current cohort of children. Staff have access to additional training to support children with SEND, and they understand their responsibility to undertake self-led training, in addition to professional development opportunities provided by the school or external agencies. Staff are flexibly deployed by those responsible for operational leadership. Regular discussions take place between staff and children with regards to their progress and to address any pastoral issues. Three of the class teachers are trained at a <i>Designated Safeguarding Lead</i> level and each of them have a strong understanding of safeguarding children with special educational needs and disabilities.</p>		
POLICIES:	Are the school policies available on the website for:	SEND	Yes
		SAFEGUARDING	Yes
		BEHAVIOUR	Yes

	EQUALITY & DIVERSITY	Yes
	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?	Yes
RANGE OF PROVISION:	Please indicate what your school has to offer (over and above your core offer) in each of the following areas:	
	<p>Areas of strength</p> <p>Highly skilled staff who are able to effectively support children with a wide range of special needs and disabilities, including Autistic Spectrum Disorder, Attention Deficit/Hyperactivity Disorder, Social, Emotional and Mental Health Needs. Staff development has and will include opportunities to be trained to deliver specific intervention programmes as and when necessary.</p> <p>Staff share high expectations and they are ambitious for all learners. They celebrate differences and promote inclusion both within the school and in the local community. Teaching staff share information about learners with their parents and carers and the school welcomes parents and carers into school to talk about the needs of their children.</p> <p>The school has a Mental Health Lead, who has attended the Senior Mental Health training.</p> <p>The school has a good relationships with a wide range of external agencies and professionals and draws on their support and expertise when necessary and available. The school has a good understanding of referral pathways and associated referral documentation, which supports a thorough referral process to external services.</p> <p>The school uses a proportion of its delegated budget share, including notional funding, to purchase additional time and support from Psychological Services, in order to access additional support that would not be available without buying into this service.</p> <p>Through its best endeavours, the school provides reasonable adjustments to remove barriers and meet needs. This includes offering a bespoke sensory space for children who require additional sensory stimulation, or require a space with less sensory stimulation. As a staff, we continually assess the accessibility of our school environment and adjust existing provision when and where necessary.</p> <p>Interventions that we provide include:</p> <ul style="list-style-type: none"> • A whole school personal development programme through a Forest School Approach • A whole school PSHE programme that is focused on the 	

development of wellbeing and resilience

- Daily small sessions. These may have subject specific foci (e.g. phonics) or wider foci (e.g. linked to emotional literacy and emotional development).
- Sessions focused on supporting learners to develop and understanding of their own emotions
- Individual one-to-one interventions (including personalised programmes for English and maths, Speech and Language Therapy Programmes, Occupational Health Programmes, Essential Letters and Sounds phonics interventions, Maths Power of 2 and Plus 1)
- Small group interventions (including *Essential Letters and Sounds*, Numicon maths, or TalkBoost)
- Social and Emotional sessions (including Zones of Regulation and the use of Social Stories)
- One-to one support, as required, during the certain points of the school day. This may include supporting needs-based and regulatory behaviours.

Regular communication between all staff ensures that children's needs are met effectively throughout the school day.

A committed school team who are collaborate effectively to ensure best endeavours are made to adapt provision to remove barriers and meet the needs of our learners. Non-executive leaders and executive leaders work to ensure appropriate strategic decisions are made to support the school's capacity to support pupils, which includes developing staff through an effective performance management process and resourcing appropriately.

When pupils have an identified special educational need or disability before they join school, the staff work closely with the people who already know them including parents, previous settings and specialists and use the information already available to identify what possible barriers to learning may be within the school setting and to help plan appropriate support strategies.

Specialist Facilities/Equipment to support SEND

- Accessibility aids in children's toilet.
- A sensory space set up, with appropriate, evidence-led sensory materials available.
- iPads available in all classrooms with appropriate apps installed.
- Visualisers available in Reception, KS1 and KS2 classrooms.
- Clever Fingers Kit and Theraputty (to develop fine motor skills)
- Seat wedges (to help with posture and sitting positions)
- Writing slopes, handwriters and pencil grips (to help with physical aspects of writing)
- Various resources to support sensory/anxiety/concentration issues are available in the sensory support space, as well as in classrooms.

Input from Therapists/Advisory Teachers/other specialist support services

Effective multi-agency working strongly established between school and a range of specialist support services including:

- Local Authority Children’s Services (including the High Incidence Needs Teams (ASD, EWB and Specific Learning Difficulties) educational psychologists, sensory support, early intervention hub, disabled children’s team, Early Help family support, SEND specialist advice and support)
- Learning and Training Consultancy (for SEND specialist advice and support)
- Health services (including health visitors, school nurses, Children’s and Young People’s Service, primary mental health workers, speech and language therapists, occupational therapists, portage workers)
- Barnardo’s.
- The Family Hub, based in Hadston.

School is proactive in using other agencies to gain advice, make referrals and secure support for children with special needs and their families.

Breakfast Club support

Breakfast Club is available from 8am each morning. Children in receipt of the Pupil Premium Grant can access Breakfast Club for free. Spaces are also available on a fee-paying basis.

Broomhill First School takes all appropriate steps to ensure that Breakfast Club has a range of activities that allow children to start the day in a calm and purposeful way.

CURRICULUM ACCESS:

Quality first teaching across the school for all children incorporating assessment for learning strategies to ensure that planning and delivery of curriculum matches the needs of all children. Staff are trained in a range of intervention strategies/schemes. Children are generally taught in mixed ability groups, with some ability streams and small intervention groups, where appropriate. Teachers adapt their teaching and learning activities to meet the needs of all pupils and will use gradual release and scaffolding to build independence and resilience. Teaching assistant support is used effectively across the school. Leaders, and class teachers, monitor and evaluate progress of children with SEND, including evaluating success of interventions and making timely amendments when necessary.

Staff draw on a range of evidence-led strategies as part of their high-quality teaching practice for children with SEND. Strategies include:

- Scaffolding: Scaffolding offers temporary supports, such as a writing frame, that is gradually removed as the pupil becomes increasingly independent. Scaffolding is commonly considered part of guided practice in explicit instruction. Scaffolding can also be used to reinforce consistent

	<p>expectations for behaviour - for example, what equipment is needed for each lesson and classroom routines within the school day.</p> <ul style="list-style-type: none"> • Explicit instruction: Explicit instruction refers to a range of “teacher-led” approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just “teaching by telling” or “transmission teaching”. It usually begins with detailed teacher explanations, followed by extensive practice, later moving on to independent work. Gradual Release Model - teachers strategically transfer the responsibility in the learning process from the teacher to the students (Fisher & Frey). Typically, the model of teaching has four phases: I DO- where the teacher models the lesson objective in a focus lesson, WE DO- guided instruction with both input from the teacher and the students, YOU DO TOGETHER: Collaborative learning in small groups or partners and YOU DO ALONE- independent practice. • Technology: Technology assists teacher modelling. For example, a teacher may use their visualizer to model worked examples in English. To increase pupils’ practice, we are planning to explore how we can use technology applications, such as online quizzes as these have been proven to be effective. • In KS2 maths, Learning by Questions technology, supports the teacher to provide rapid feedback to pupils, which the pupils can act on immediately. • Flexible grouping – This is an in-class approach that sees groups formed with an explicit purpose. They focus on a specific learning need and are purposely disbanded when the purpose is met. Allocating temporary groups allows teachers to set up opportunities for collaborative learning, for example to read and analyse source texts or complete graphic organisers.
<p>INCLUSION:</p>	<p>How do you promote inclusion within the school? Including day and residential trips?</p> <p>Lessons are as inclusive as possible, with adjustments made depending on need of the child. Teaching support is available across the whole school. Children with special needs and disabilities are included on all school visits.</p>
<p>PARENT SUPPORT INVOLVEMENT/LIAISON:</p>	<p>How do you involve/support the parents of children/YP with SEND regarding and meeting their needs? How do you communicate their progress and areas of difficulty?</p> <p>We operate an open-door policy, where parents of children with SEND can arrange to meet with the class teacher, the class teaching team (which includes support staff), the SENDCO or the Headteacher. Once a term, we also offer parents a chance to meet more formally, to discuss an evaluation of their child’s SEND</p>

support plan and next steps.

Formal Parents' Evenings take place in the Autumn and Spring term and written reports for all children are sent home in the Summer Term. Parents can arrange a further meeting to discuss their child's end of year report.

Parents are invited into school to join us for assemblies, celebrations and performances at different points across the year, where pandemic restrictions allow.

All parents are encouraged to work in partnership with school staff through our 'open door' policy.

School provides the link between parents and other agencies, ensuring that all children and families are provided with appropriate opportunities for support.

How will school prepare children with SEND to join their next setting/college/stage of education or life?

Early Years' staff and the SENDCo work closely with local nurseries/child care providers to support children in making the transition from pre-school settings into our Early Years' Unit.

Our local authority provides an early year's advisory teacher to support children with SEND when they make the transition to our nursery from the pre-school settings.

Smooth transition between classes within school is ensured due to close liaison between staff and additional support structures put in place where needed.

We have carefully planned and structured transition programmes for our Year 4 pupils (or for pupils in other year groups who are moving schools) when moving to next school. This can be adapted to suit needs of individual pupils.

Parents are encouraged to talk to school staff about any anxieties children may have regarding any transition to enable appropriate steps of support to be put in place.

OTHER INFORMATION:

Who are the best people to talk to in this school about a child's difficulties with learning/Special Educational Needs or disability (SEND)?

Teachers will be responsible for:

- High quality teaching that is available to all learners and provided within a positive and enabling environment.
- Drawing on their wide range of assessments to help identify barriers and/or needs that may require targeted support.
- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with other members of

staff, parents, the SENDCo and, where appropriate, the pupils themselves.

- Providing support, which may include targeted interventions, to all pupils, including those with SEND.
- Working with parents to share updates relating to the support in place for pupils with SEND.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full Early Years or national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.

The SENDCo will be responsible for:

- Collaborating with the link governor to determine the strategic development of the SEND policy and provision in the school.
- Working with the relevant governor to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Supporting staff with the day-to-day operation and implementation of the SEND policy.
- Working with staff to coordinate the specific provision made to support individual pupils with SEND, including those with EHC plans.
- Liaising with the relevant, designated teachers where LAC have SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND and working with teaching staff to ensure they fulfil their role in liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.

- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Providing professional guidance to colleagues and working closely with staff members, parents and other agencies, including SEND charities.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as reasonably possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all pupils with SEND as up-to-date as is reasonably possible, in line with the school's Data Protection regulations.
- Working with teaching staff to make the parents of pupils with SEND aware of the identification of needs for those who do not have an EHC plan.
- Identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Providing training to relevant class teachers where necessary.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses, and advising on effective implementation of support.

The school's SENDCO is currently Mr. Jonathan Smith.

Where pupils can get extra support

We listen to what children tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice.

Our children are made aware of the support that surrounds them in school. They know who to talk to and have access to a member of the senior leadership team at all times.

We have a friendship stops in the playground and children can approach any adult if they have any concerns. School welcomes parents to share any concerns that they may have, however big or small.

What else do you think parents carers would like to know about your school?

As part of fulfilling our vision we provide a nurturing and inclusive environment that welcomes children with special educational needs and disabilities. We have clear ways of identifying, assessing and making provision for Special Educational Needs and Disability, as set out in our SEND policy which is available on our website or from our school office. We respect the voice of children and their families and their preferences for how children's needs should be met.

Early identification of the needs of individual children ensures that intervention and support is established as soon as possible. The effectiveness of support is regularly reviewed and adapted as necessary to ensure the best possible outcomes for each child. Because of this, children with special needs progress well from their starting points.

A named governor (Ann Gray) visits the school to evaluate SEND provision and provides a written report to the governing body each year. This ensures that the governing body is kept fully informed about developments in SEND both in school and nationally.

Pupils with medical needs that are not covered by SEND are provided for through our Supporting Pupils with Medical Conditions policy.

**COMPLETED BY:
(Name and position)**

Mr. Jonathan Smith
(Headteacher)

DATE COMPLETED:

1/9/22

REVIEW DUE:

1/9/23