



BROADFIELD
PRIMARY
SCHOOL

SEND

Information Report

January 2022

1. What kinds of special educational needs are provided for at Broadfield Primary School?

Broadfield Primary School provides support for pupils across the four areas of need as stated in the SEND Code of Practice 2014

- ⇒ **Communication and Interaction**
- ⇒ **Cognition and Learning**
- ⇒ **Social, Emotional and Mental Health Difficulties**
- ⇒ **Sensory and/or Physical Needs**



Learning Knows No Bounds

2. How do we at Broadfield Primary School, including the Early Years setting, identify pupils with SEND?



At Broadfield Primary School we aim to identify special educational needs at an early stage to enable appropriate provision and support to be implemented.

A special educational need may be highlighted as a result of :

- ⇒ **A parent or carer's views or concerns,**
- ⇒ **Home visits prior to a child attending the early years setting,**
- ⇒ **Information from a previous educational setting or other professionals – transition process,**
 - ⇒ **Visits to preschool setting,**
- ⇒ **Regular tracking of Teacher Assessments,**
 - ⇒ **Pupil progress meetings,**
- ⇒ **Measuring the impact of interventions,**
 - ⇒ **Pupil views,**
- ⇒ **Feedback from specialist assessments.**



What should parents do if they think their child may have a special educational need?



Parents/carers are invited to discuss their concerns with the class teacher and SENCO (Special Educational Needs Co-ordinator)

All teachers work on the advice given by professionals and follow an Assess, Plan, Do, Review process to support children's progress.

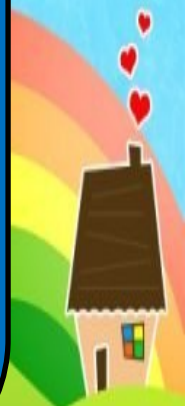
3. What is the approach to teaching pupils with SEND at Broadfield Primary School?



Quality first teaching includes providing appropriate learning opportunities for all children including those with additional needs. Regular assessments in all areas of learning inform teachers' planning which is adapted to match

Adaptations might include:

- ⇒ **Variation in groupings**
- ⇒ **Adaptations to resources and/or the learning environment e.g. specialist computer programmes such as Clicker**
- ⇒ **Personalised learning programmes**
- ⇒ **Needs driven interventions**
 - **1:1 tuition**
 - **PECS (Picture Exchange Communication System)**
 - **Lego therapy**
 - **Inference training to help with reading, language and communication**
 - **BLAST (Boosting Language, Auditory Skills and Talking)**



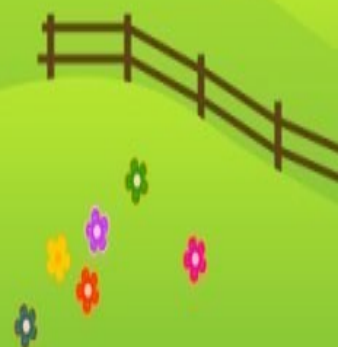
Age appropriate interventions support children with learning in English, including oracy and mathematics as well as in social and emotional development. This may range from 1:1 to small group support.

How do we involve the children in their own learning?



Children are closely involved in their own learning through:

- 1. Ongoing dialogue with adults and peers;**
- 2. Regular opportunities for self and peer assessment within lessons;**
- 3. The opportunity to respond to written and oral feedback;**
- 4. Contributing towards the target setting process for reading, writing and mathematics.**



How is the effectiveness of provision for pupils with SEND evaluated?



The effectiveness of any intervention is closely monitored. Progress for all children is assessed termly. For children with special educational needs, or who have fallen behind National expectations, PIVATS 5 is used to assess progress than in smaller steps than the National Curriculum. Appropriate interventions, support and next steps are established through consultation with the child, parents, class teacher, SENDCO and Headteacher.

How is the decision made about the type and amount of additional support provided for a child with SEND?



Broadfield School will follow guidelines outlines in EHC (Education and Health Care Plan) given by the Local Authority as to how allocated funding should be used.

4. How will Broadfield Primary School and parents know how their child is doing?



Parents can discuss any aspect of their child's education with the class teacher first then the SENDCO at the end of the school day or by appointment.

Parents opinions and knowledge of their child is taken into account and a close working partnership ensures the best outcomes for each child.



Termly 'child centred reviews' will be held. They may be in the form of:

- ⇒ **Parent/child review meetings in line with the assertive mentoring process**
- ⇒ **Meetings attended by parents, child, Teacher, SENDCO and other professionals.**
- ⇒ **Annual review of EHC plan**

At these reviews the child's strengths, progress and targets will be discussed. An action plan for on-going provision will be drawn up and areas of responsibility identified.

Regular assessment of progress will include personal, social and emotional development as appropriate.

Formal written 'Reports' are provided twice a year.

Homework is used to reinforce and consolidate learning. A homework club is provided from years 2 to 6 so that Teacher support is available and parents are welcome to attend to support their child.

5. What support is available at Broadfield Primary School for pupils' overall wellbeing, including social, emotional and mental health?

Broadfield Primary School is inclusive and strives to ensure that all children are supported and feel safe in school:

- ⇒ **The curriculum is designed to meet the needs of the 'whole child' – emotionally, socially as well as academically,**
- ⇒ **The school's anti-bullying policy,**
- ⇒ **Key staff that specialise in the emotional well-being of the children (Learning Mentor, Pastoral Worker, Counsellors),**
- ⇒ **Children also have the opportunity to attend Forest Schools, Place2Be and Place2Talk as appropriate,**
- ⇒ **School council,**
- ⇒ **Pupil voice.**
- ⇒ **Emotional Health and Wellbeing working party.**



Forest School

External services such as MIND are invited into school to work with staff and children on a regular basis.



6. How are children with SEND included in activities outside the classroom, including school trips?

At Broadfield Primary School ALL children have the opportunity to attend after school and lunchtime clubs. If your child requires additional support in a club then provision will be made for them. We also provide a breakfast club from 8am.

ALL children have the opportunity to take part in learning outside the classroom including educational visits. All learning environments and visits are robustly risk assessed and children with additional needs are provided with the necessary support enabling them to be included. E.g. Opportunities to represent Broadfield at the ability roadshow or to take on roles of responsibility around school



7. What training is available for staff supporting children with SEND?

All staff receive regular updates on changes to SEND policies and other relevant information.

Specific training programmes may be:

- ⇒ **Staff led inset,**
- ⇒ **Specialist service inset,**
- ⇒ **Specific SEND inset/external training E.g. Speech and Language, Dyslexia, Autism.**



Specific staff are trained in:

- ⇒ **Delivery of Speech and Language provision.**
- ⇒ **PECS (Picture Exchange Communication System)**
- ⇒ **Lego Therapy**
- ⇒ **BLAST (Boosting Language, Auditory Skills and Talking)**
- ⇒ **Forest schools**
- ⇒ **A range of other interventions**



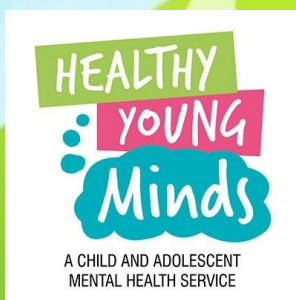
8. What specialist services and expertise are available at or accessed by Broadfield Primary School?

Local Authority:

- ⇒ **Additional and Complex Needs Service**
- ⇒ **Educational Psychology Service**
- ⇒ **Early Years AENS (two year olds)**
- ⇒ **Early Help**
- ⇒ **Access Services**
- ⇒ **Social Services**
- ⇒ **QEST Team**

Health:

- ⇒ **Speech and Language Therapists**
- ⇒ **The Visual and Hearing Impairment Teams**
- ⇒ **School Health Advisor and Health Visitors**
- ⇒ **Occupational Therapy Service**
- ⇒ **Place2Be/Place2Talk**
- ⇒ **Oldham CAMHS (Child and Adolescent Mental Health Service)**
- ⇒ **Community Paediatric Team**
- ⇒ **Child Development Service**
- ⇒ **Tameside and Oldham MIND**



9. How accessible is Broadfield Primary School?

The building is accessible by wide access doors and ramps from external doorways. The school has a disabled toilet.



Currently some parts of the school are not fully accessible, however we will respond to the needs of the individual where possible. We will work with specialist providers to bring in specific equipment when required.

School has ICT facilities around the school such as iPads and laptops in classrooms.



10. How will Broadfield Primary School prepare and support pupils joining the school and on transition to a new school or the next stage of education?



We have carefully planned and structured transition programmes between key stages and between schools.

When your child joins Broadfield Primary School there will be an initial Child Centred Meeting with parents/carers and any outside agencies involved to draw up a one page profile of your child. Appropriate training will be put in place to support your child

When children move year group, visits will be made to the new setting and information will be shared between parents, teachers and any other agencies to ensure a smooth transition.

In year 5 a meeting is held to discuss options for secondary school.

In year 6 we hold meetings with parents, secondary school staff, children and other agencies to support parents and children with transition. This will also include arrangements for visiting the new school.



11. What arrangements are in place to support Children Looked After (CLA) by the local authority and have SEND?



We believe that we have a special duty to safeguard and promote the education of students and children in looked after care. This includes ensuring they receive the best education, are supported to attend school and achieve; and their physical, social, emotional and mental health needs are fully met.

We will strive to:

- ⇒ Provide a safe and secure environment which values education and believes in the abilities and potential of all students.**
- ⇒ Bring the educational attainments of CLA students nearer to those of their peers and to narrow the gap in attainment and progress.**
- ⇒ Ensure that CLA and CLA SEND students have high aspirations for themselves and are prepared to move into the next stage of education.**

The nominated member of staff for CLA is the Headteacher, Ms Patricia Stennett.

The nominated governor for CLA is the Chair of Governors, Mrs Gina Andrewes.

Termly meetings are held to review Personal Education Plans (PEP) and any EHC plans.

12. How are resources allocated and matched to children's special educational need?



Schools receive funding for all pupils including those with special educational needs and disabilities and we meet pupils' needs from this.

Support is graduated according to needs, priorities and availability of resources. If the assessment of a pupils' needs indicates a significant difference then your child will have an Educational Health and Care Plan and additional funding is allocated by the Local Authority.



13. How can parents become involved with the school and other supporting organisations?

At Broadfield Primary School we have very strong parental involvement. There are many opportunities for parents to attend workshops, class open days and coffee mornings. In addition, there are many parent support groups, for example Hathershaw Advisory Group, reading classes and many more. Please do not hesitate to contact school for further information.



Oldham's parent/carer forum is called POINT (Parents of Oldham In Touch). This is an umbrella organisation for all parents & carers of children & young people with Special Educational Needs, disabilities and complex medical needs. They work with Oldham Council, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and their families.



INFORMING - ADVISING - SUPPORTING - EMPOWERING
Parents & Carers of Children & Young People with Additional Needs & Disabilities

14. Who can I contact for further information?



The following people may be contacted for further information or if you have any specific questions or concerns:

- ⇒ **Class Teachers**
- ⇒ **Key Workers**
- ⇒ **Teaching Assistants**
- ⇒ **Mrs C Walker (Deputy Headteacher/SENDCO)**
- ⇒ **Ms P Stennett (Headteacher)**

Oldham Local Offer

**[http://www.oldham.gov.uk/info/200368/
children and young people with special edu](http://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_edu)**

Oldham's Parent/Carer Forum POINT

Tel: 0161 503 1547

<http://www.pointoldham.co.uk>

**Special Educational Needs & Disabilities (SEND)
information, advice & support service SENDIASS
(formerly Parent Partnership Service)**

Tel: 0161 503 1540



15. Complaints procedure.

We work hard to maintain a good relationship with parents. It is hoped that any concerns or queries would be raised informally with the class teacher, SENCO, or Head teacher.

However if any parent wishes to make a formal complaint they should:

- 1. Arrange a meeting with the Head Teacher.**
- 2. The Head Teacher will arrange a meeting with the class teacher, SENCO and relevant professionals.**
- 3. The complaint will be referred to the Governing Body, if necessary.**
- 4. If further action is needed the LEA will be involved. The LEA will enable parents to appeal to an independent body if reconciliation is not achieved.**

15. Complaints procedure.

Our Governors:

- ⇒ **Mrs Patricia Stennett**
- ⇒ **Mr Peter Forshaw**
- ⇒ **Mr Andrew Potts**
- ⇒ **Mrs Georgina Andrewes (Governor for SEND)**
- ⇒ **Mrs Suzanne Despard**
- ⇒ **Mr Martin Griffin**
- ⇒ **Mr Mohammed Zahid**
- ⇒ **Mr Mohammed Shakeel**
- ⇒ **Miss Abisola Oladasu**
- ⇒ **Mrs Carol Walker**
- ⇒ **Mr Muhammad Yasir**