







# **Broadfield Primary School**

# SEND Information Report

Updated April 2024

## What types of SEN are provided for at Broadfield?

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

AREA OF NEED	DIFFICULTIES
<p><b>Communication and interaction</b></p> 	<p>Pupils with needs in this area have difficulty communicating with others or understand what is being said to them. They may have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the Autism spectrum often have needs that fall in this category</p>
<p><b>Cognition and learning</b></p> 	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
<p><b>Social, emotional and mental health</b></p> 	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
<p><b>Sensory and/or physical</b></p> 	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## How do we identify SEND?

At Broadfield, we aim to identify SEND as early as possible to enable appropriate provision and support to be implemented. A Special Educational Need or Disability may be highlighted as a result of:

- Parent/Carer concerns
- Home visits prior to the child starting nursery/school
- Information from the child's previous educational setting
- Information from any external professionals that are involved with the child and family
- Visits to preschool settings
- Teacher assessments and tracking
- Pupil progress meetings
- Reviewing and evaluating the impact of interventions
- Pupil views
- Feedback/reports from specialist assessments

## What is our approach to teaching pupils with SEND?

- Broadfield is an inclusive school where pupils are taught alongside their peers in their classrooms wherever possible.
- All pupils will be provided with high quality teaching that is adapted to meet the needs of all learners. Regular assessments and progress tracking will inform teacher's planning and highlight causes for concern.
- Curriculum adaptations may include:
  - Visual aids and timetables
  - TASK or Now/next boards
  - Flexible groupings
  - Talk partners
  - Assistive technology
  - Word banks
  - SALT based approaches such as colourful semantics
  - Ear defenders
  - Pre and post tutoring
  - Memory games
  - Brain breaks
- When appropriate, support staff may be deployed to deliver targeted interventions in small groups or one-to one outside of the classroom.

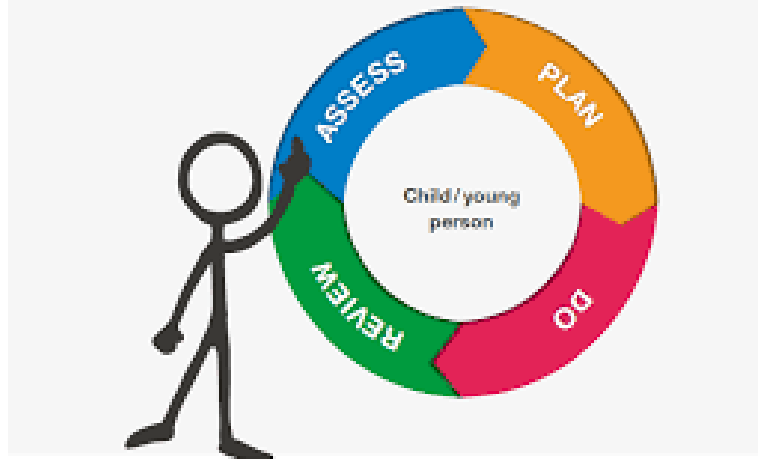
## What should Parents/Carers do if they think their child may have SEND?

- Speak to your child's class teacher by making an appointment at a mutually convenient time.
- You will then be invited to a meeting with the Special Educational Needs Co-ordinator (SENCo) to get a better understanding of your child's strengths and difficulties.
- We will take into account any concerns that the parents have and together agree outcomes and next steps we want for the child, including what reasonable adjustments school need to make to ensure barriers to learning are removed and provision is adapted effectively to meet the needs of the child.
- Children are fully involved in their learning and education at Broadfield through ongoing dialogue with their teachers and staff who support them, contributions towards target setting, peer and self-assessment, opportunity to respond to oral and written feedback and opportunities to evaluate their learning.
- The views, wishes and aspirations of each child are considered and shared at each meeting and all support and provision is planned in consultation with the child as and where appropriate.



# The Graduated Approach

The link between assessment & teaching



## The Graduated approach to SEN

Once a pupil has been identified as having SEN, SEND provision will be delivered through successive rounds of a 4-part cycle known as the graduated response.

### 1. Assess

This is where a clear analysis of the pupil's needs will be carried out by the class teacher, SENCo and external agency professionals such as an Educational Psychologist. Assessments will be reviewed regularly to make sure any interventions or provision in place is matched to the pupil's needs and is making a positive impact.

### 2. Plan

In consultation with the parents and the pupil, the teacher and the SENCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review. This will be detailed in our 4+1 document which will be accessible for Teachers and TAs in school and shared with parents at termly review meetings.

### 3. Do

The SENCo will work closely with the class teacher, TAs and specialist staff within school to advise and support the implementation of the agreed outcomes and SEND provision effectively. This may involve planning 1:1 or small group interventions, providing scaffolds or personalising areas of the curriculum to match needs.

### 4. Review

The effectiveness of the support, interventions and SEND provision and the impact it is having on the pupil's progress will be reviewed in line with the agreed date and shared at termly review meetings with the parents, class teacher/support staff, SENCo and other professionals involved. The views of the parents and all staff who support the child will always be taken into consideration and outcomes and support for the child will be revised together.

## How is effectiveness of SEND provision evaluated?

- Through close monitoring by the SENCo and SLT
- Termly assessments of children's individual progress across subjects and in targeted interventions or speech and language support.
- Measuring the impact of targeted interventions against children's baseline data.
- Reviewing children's progress against their individual targets as written in their SEN support plans and sharing this at termly review meetings
- Holding annual review meetings for children who have an EHCP to review outcomes and update relevant information related to the child's SEND.
- Through pupil voice, parent voice and staff voice.

## How will parents know how their children are doing?

- Parents are welcome to discuss their child's progress at a mutually convenient time with the class teacher or SENCo.
- Opportunities during the stay and play sessions for parents of children in the Early Years classes.
- Assertive mentoring parent's meetings twice a year for children in Reception to Year 6.
- Parents of children who are on a SEN support plan or have an EHCP will be invited to termly review meetings with the SENCo, class teacher and other professionals involved to discuss their child's progress and update provision plans.
- Parents of children who have an EHCP will be invited to an annual review meeting in addition of the termly review meetings to review the provision and information is accurate and relevant in the child's EHCP.
- Formal written reports of your child's progress will be sent out twice a year.

## What support is available for pupil's overall social, emotional and mental wellbeing?

- The curriculum is designed to meet the needs of the whole child – emotionally, socially as well as academically.
- The 'zones of regulation' are part of the school day where regular check ins with pupils can help identify behaviours and triggers that can affect children's emotionally regulated state.
- Opportunities to work with key staff who are specifically trained in supporting the emotional and social needs of young children. For example; our learning mentor, pastoral worker, mental health champion and Place2be counsellors.
- Place2be is our in-school counselling service for children, parents and staff.
- Think bricks LEGO is a therapeutic intervention to support children's mental health and wellbeing.
- Teacher's try to implement active lessons to promote positive well being
- Some children get the opportunity to participate in Forest School with Mr Cameron who is also our ELSA (Emotional Literacy Support Assistant).
- A range of lunchtime sport activities are on offer to promote wellbeing and positive social interaction e.g basketball, hockey, football
- We have a School council who promote the voice of pupils and wellbeing champions.
- We have a wellbeing working party
- External agencies may support if needed e.g MIND, The Hummingbird Project, MAHDLO, CAMHS.

## Will my child with SEND be able to attend school clubs and visits?

Yes – our extra-curricular activities and school trips are available for ALL pupils at Broadfield. We offer a breakfast club that starts from 8am and a wide range of after school clubs including gymnastics, multi-sports, football, animation, homework club, timetables and more. We run a school choir where children have the opportunity to rehearse during lunch time. We will put additional support into place if your child who attends a club requires this.

All out of school visits are robustly risk assessed and teachers are happy to discuss additional provision they have put into place to ensure the safety and inclusion of each and every child attending the school trip. Parents are welcome to come along, please make arrangements with your child's class teacher.



## What training is available for staff who support children with SEND?

At Broadfield, we aim to support all staff in their professional development and training needs to ensure they have the knowledge and understanding to be able to support children with SEND.

Broadfield staff will offered training in various forms including:

- Staff led INSETS
- Specialist services led INSETS e.g QEST, SALT
- External training sessions for specific areas of SEND e.g Autism, Dyslexia
- Coaching sessions by a member of staff

Some of our staff have received training in the following areas:

- Delivery of Speech and Language therapies e.g Little Listeners, Colourful Semantics, BLANK level questioning,
- Awareness of specific conditions e.g Autism, Dyslexia,
- Total Communication approaches
- ELSA
- Think Bricks
- Wellbeing champions
- Emotional regulation
- Team Teach
- Phonics and Reading keep ups

The SENCo and Senior Leadership Team will constantly monitor training needs within school and make arrangements for training staff as and when necessary.



## Is outside agency support available at Broadfield?

Yes – we work with the following services to provide specialist support to children who need it:

- Speech Bubble (independent Speech and Language therapist)
- SAPPS (Sensory and Physical support service)
- Occupational therapy
- School health advisor
- School nursing team
- Community Paediatric services
- Place2be
- CAMHS - (Child and Adolescent Mental Health Services)
- Educational Psychologists
- QEST – Advisory teaching team
- Social Services
- Early Help



**POSITIVE STEPS**

Support | Challenge | Change



Giving your child the  
**Right Start**



**CAMHS**

Child and Adolescent  
Mental Health Service



## What kind of transition support is available for pupils at Broadfield?

Home visits from the class teacher are arranged prior to pupils starting our Acorns, Nursery and Reception classes.

Transition to Reception and then into each successive year group is supported by additional transition visits in the Summer term, meetings with the current class teacher and receiving class teacher and transition books or leaflets to inform and support children's worries about moving into a new class.

All relevant information including a one page profile of the pupil will be shared with the new staff who will be supporting the child. Where possible, the new class teacher will also attend the review meeting in Summer term.

Transition to Secondary school for our Year 6 pupils will be supported by inviting the Secondary school staff or SENCo to the review meeting, sharing all relevant information relating to the child's SEND, arranging additional transition visits to the Secondary school and taking part in group work or 1:1 work with our Place2be counsellors or Teaching assistants to support a smooth and successful transition.



## How accessible is Broadfield Primary School?

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Please read our 'Accessibility policy and plan' for detailed information on procedures and provisions we have in place to make our school accessible to all.

## **How are Children Looked After (CLA) who have SEND supported at Broadfield Primary School?**

We believe that we have a special duty to safeguard and promote the education of pupils who are looked after. This includes ensuring they receive a high quality education, are supported to attend school and achieve their full potential and that their physical, social, emotional and mental health needs are well supported. Termly meetings will be held to monitor and review progress and provision in school.

We strive to:

- Provide a safe and secure environment which values education and believes in the abilities and aspirations of all pupils.
- Closely monitor the progress of CLA pupils and ensure this is in line with that of their peers.
- Eliminate barriers to learning and review provision so that CLA with SEND are well supported to achieve their full potential.
- Ensure that pupils who are CLA with SEND have high aspirations for themselves and are well prepared to progress onto the next stage in their education.

## Who can I find further support?

**Oldham's Local offer** is an online resource that provides support and guidance to families with children and young people who have SEND. You can access this via the link below. There is also a leaflet that is linked on our school website's homepage.

[Children and young people with SEND \(Local Offer\) | Oldham Council](#)

**POINT (Parents of Oldham in Touch)** is a parent/carer forum that work with other organisations such as the council to further improve the lives and outcomes of children and young people who have SEND.

Tel: 0161 503 1547 Website: <http://pointoldham.co.uk>



**SEND IASS (Information, Advice and Support Service)** exists to help parents and carers of children who have, or may have, special educational needs and/or disabilities; and children and young people themselves, in matters relating to their Education, Health or Social Care provision.

Tel: 0161 503 1540 Website: <https://www.point-send.co.uk/Pages/Category/oldham-sendiass>



## Complaints procedure

We strive on building good relationships with our families and hope that in the first instance a concern may be raised informally with the child's class teacher or SENCo. If you feel that your concern has not been addressed, then you can make an appointment with the Principal who will then arrange a meeting to discuss things further and resolve your issue or concern.

SENCO – Mrs Ahmed 0161 665 3030

Principal – Mrs Walker 0161 665 3030



