



Broomhill First School

'Together We Succeed'

Mission Statement: To create a happy and caring environment in which everyone feels valued and everyone is supported to fulfil their potential.

Special Educational Needs and Disability Information Report

SCHOOL NAME:	Broomhill First School	
TYPE OF SCHOOL:	Maintained Mainstream	First School: Nursery to Year 4 provision
ACCESSIBILITY:	Fully Wheelchair Accessible	Yes
	Auditory/Visual Enhancements	None
	Other Adaptations	Accessibility aids in children's toilet
	Children with Medical Needs	Policy for pupils with medical needs, including the creation of individual plans for children with more complex needs. Close and timely liaison with families and health services, with school committed 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 on one site. All children receive quality first teaching. Staffing is flexible based on the needs of the current cohort of children. All staff have additional training to support children with SEND and staff are deployed effectively to match skills of adult with needs of individual children. Regular discussions take place between staff and children with regards to their progress and to address any pastoral issues. Three of the five class teachers are Designated Safeguarding Leads and 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, as well as being trained to deliver specific intervention programmes.</p> <p>The Headteacher is the school's Mental Health Lead.</p> <p>School employs 2 qualified Emotional Literacy Support Assistants who are available to provide support on a one-to-one basis or run nurture groups.</p> <p>School employs a teaching assistant who is able to use aspects of the Makaton language programme.</p> <p>Interventions that we provide include:</p> <ul style="list-style-type: none"> • Daily small group phonics sessions • Individual one-to-one interventions (including personalised programmes for English and maths, Speech and Language Therapy Programmes, Occupational Health Programmes, Read Write Inc, Maths Power of 2 and Plus 1) • Small group interventions (including Read Write Inc, Numicon Maths, TalkBoost) • Social and Emotional sessions (including Zones of Regulation and the use of Social Stories) • One-to one support, as required, during the school day. <p>Regular communication between all staff ensures that children's needs are met effectively throughout the school day.</p> <p>Headteacher/Governors who are committed to ensuring the very best provision for every child in our school, facilitates funding of additional training for staff and purchase of resources, as appropriate.</p>		

	<p>Wherever possible, the Headteacher (SENDCo) works with other agencies/parents in advance of a child with SEND starting our school to ensure that resources and suitably trained staff are in place to enable each child to have the best possible start with us.</p>
	<p>Specialist Facilities/Equipment to support SEND</p> <ul style="list-style-type: none"> • Accessibility aids in children's toilet. • iPads available in all classrooms. • Clever Fingers Kit (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
	<p>Input from Therapists/Advisory Teachers/other specialist support services</p> <p>Effective multi-agency working strongly established between school and a range of specialist support services including:</p> <ul style="list-style-type: none"> • Local Authority Children's Services (including educational psychologists, sensory support, early intervention hub, disabled children's team, 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) • Barnardos. <p>School is proactive in using other agencies to gain advice, make referrals and secure support for children with special needs and their families.</p>
	<p>Breakfast and After School support</p> <p>Free weekly After School Clubs run for most of the academic year for children in Year 1 to Year 4. Additional weekly clubs providing before and after school care are also available on a fee paying basis.</p> <p>Broomhill First School takes all appropriate steps to ensure that these are inclusive.</p>
CURRICULUM ACCESS:	<p>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, when appropriate. High levels of teaching assistant support is used effectively across the school. SENDCO closely monitors and</p>

	<p>evaluates progress of children with SEND, including evaluating success of interventions and making timely amendments when necessary.</p>
INCLUSION:	<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>What proportion of children currently at the school have an SEND?</p> <p>17% (as at 1/9/21)</p>
PARENT SUPPORT INVOLVEMENT/LIAISON:	<p>How do you involve/support the parents of children/YP with an SEND regarding and meeting their needs. How do you communicate their progress and areas of difficulty?</p> <p>Regular contact with parents of children with SEND with Headteacher (SENDSCO), class teacher and support staff. Both informal (through 'open door' policy) and pre-arranged meetings to discuss and review support and interventions.</p> <p>Annual SEND parents' survey.</p> <p>Formal Parents' Evenings take place each term and written reports for all children are sent home in the Summer Term.</p> <p>Parents are invited into school to join us for assemblies, celebrations and performances each half term.</p> <p>All parents are encouraged to work in partnership with school staff through our 'open door' policy.</p> <p>School provides the link between parents and other agencies, ensuring that all children and families are provided with appropriate opportunities for support.</p> <p>How will school prepare children with SEND to join their next setting/college/stage of education or life?</p> <p>Early Years' staff and SENDSCO work closely with local nurseries/child care providers to support children in making the transition from pre-school settings into our Early Years' Unit.</p> <p>Smooth transition between classes within school is ensured due to close liaison between staff and additional support structures put in place where needed.</p> <p>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.</p>

	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:	<p>What else do you think parents carers would like to know about your school?</p> <p>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.</p> <p>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.</p> <p>A named governor (Elizabeth Pink), visits the school on a termly basis and provides at least one 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.</p> <p>Pupils with medical needs that are not covered by SEND are provided for through our Supporting Pupils with Medical Conditions policy.</p>
COMPLETED BY: (Name and position)	Jonathan Smith (Headteacher/SENDCo)
DATE COMPLETED:	1/9/21
REVIEW DUE:	1/9/22