

Broomhill First School



Special Educational Needs and Disability Information Report

Mission Statement:

To create a happy and caring environment in which everyone feels valued and everyone is supported to fulfil their potential. Together we succeed.

Aims:

Our SEND policy and information report aims to:

Set out how our school will support and make provision for pupils with special educational needs (SEND)

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. We recognise the need to work in partnership with parents and value the contribution parents make to their child's education

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, 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. 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>Broomhill First School currently 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, Essential Letters and Sounds phonics interventions, Maths Power of 2 and Plus 1) 		

- Small group interventions (including Essential Letters and Sounds, 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.

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

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.

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.

Specialist Facilities/Equipment to support SEND

- Accessibility aids in children's toilet.
- iPads available in all classrooms.
- 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

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 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)
- Barnardo's.

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

	<p>Breakfast Club support</p> <p>Breakfast Club is available from 8am each morning. Child in receipt of the Pupil Premium Grant can access Breakfast Club for free. Spaces are also available on a fee-paying basis.</p> <p>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.</p>
<p>CURRICULUM ACCESS:</p>	<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, where appropriate. High levels of teaching assistant support is used effectively across the school. The SENDCo, and class teachers, monitor and evaluate progress of children with SEND, including evaluating success of interventions and making timely amendments when necessary.</p> <p>Staff draw on a range of evidence-led strategies as part of their high-quality teaching practice for children with SEND. Strategies include:</p> <ul style="list-style-type: none"> • 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 expectations for behaviour - for example, what equipment is needed for each lesson and classroom routines within the school day. • 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.

	<ul style="list-style-type: none"> • 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.
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 a 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>We operate an open-door policy, where parents of children with SEND can arrange to meet with Headteacher (SENDCO), class teacher and/or support staff. At the end of each term, we also offer parents a chance to meet more formally, to discuss an evaluation of their child's SEND support plan and next steps.</p> <p>Annual SEND parents' survey is sent in the Spring or Summer term.</p> <p>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.</p> <p>Parents are invited into school to join us for assemblies, celebrations and performances at different points across the year, where pandemic restrictions allow.</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 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.</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> <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.</p>
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 (Ann Gray) visits the school on a termly basis 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.</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)	Mr. Jonathan Smith (Headteacher/SENDCo)
DATE COMPLETED:	1/9/21
REVIEW DUE:	1/9/22

