

Broomfield School SEN Information Report January 2018

Introduction

Our Special Educational Needs and Disability (SEND) Information Report outlines the support and provision for Parents / Carers of children who have a SEND in Broomfield School.

See also our **Special Educational Needs and or Disability (SEND) Policy**.

The Local Authority has also published for Parents/Carers a **Local Offer**, which outlines what provision is available in North Yorkshire, in Education, Health and Care for young people 0 - 25 with SEND.

What kinds of Special Educational Needs do we provide for?

- All children are welcomed into our school. We provide an inclusive education for pupils with a wide range of needs.
- If a parent of a pupil with an Education Health Care Plan (EHCP) requests a place at our school, we will try to find strategies to meet their child's needs.

How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?

- All children with SEND, including those who are in care and have SEND, are enabled to access our curriculum and extra-curricular activities as much as is possible.
- Reasonable adjustments will be made to ensure inclusion.

How is the school accessible to children with SEND?

- The main building is accessible to children with physical disabilities. We ensure that equipment used is accessible to all children regardless of their needs. Extra-curricular activities and school trips are accessible to all children including those with SEND. See our Accessibility Plan, Appendix 1.

Who are the best people to talk to at our school about my child's difficulties with learning/SEN or Disability?

All members of the school team can be contacted on (01609 774050)

Class Teacher (CT) is responsible for:

- High quality teaching of all children, including those with SEND.
- Checking on the progress of your child; identifying, planning and delivering any additional or different support they may need; involving the SENCo as necessary.
 - Meeting the parents each term to share, review and plan the next steps in learning. Recording this, on an Individual Provision Map (IPM).
- Ensuring that all staff working with your child are helped to deliver the planned programme, so your child can achieve the best possible progress. This may involve Teaching Assistants (TA) and outside specialists.
 - Ensuring they follow the school's SEND Policy in their class and for all children with SEND.

Special Educational Needs Co-ordinator (SENCo)

The SENCo is **Mrs Ann Stirk**, she is responsible for:

- Co-ordinating all the support for children with SEND and developing the schools SEND Policy
- Ensuring all children get a consistent, high quality response to meeting their needs. • Ensuring that you are: involved in supporting your child's learning; kept informed about the support your child is getting and involved in reviewing how they are doing.
- Engaging the right specialist support for the Teachers. Liaising with outside specialists who may be coming in to help support your child's learning.
- Updating the school's SEND file / register (a system of ensuring that all the SEND of the children are known, so all staff can be supportive) and making sure that your child's needs and progress is recorded.

Headteacher (HT)

The Headteacher is **Mrs Susan Gill**, she is responsible for:

- The day to day management of all aspects of the school, this includes supporting children with SEND.
- Delegating responsibility to the SENCo and the CT whilst retaining the responsibility for ensuring that your child's needs are met.
- Ensuring the training needs of the SENCo and other staff are met.
- Ensuring that the Governing Body is kept up to date about issues relating to SEND.

SEND Governor

The SEND Governor of Broomfield School is **Mr Paul Fisher**.

The Governors are responsible for making sure that the necessary support is made for any child who attends the school who has SEND.

How do we identify, assess and review the needs of children and young people with SEND?

- Special Educational Needs and Disability (SEND) is a legal term. It describes the needs of a child who has a difficulty or disability which makes learning harder for them than for other children their age.
- Through careful observations, detailed assessment and an analysis of progress, staff will identify when a child requires a learning plan that includes personalised additional or different provision. Progress is monitored termly through teacher assessment.
- In Reception progress is monitored against the Early Learning Goals. For pupils in Year 1 and above who are not yet at age related expectations, we may use 'CAPPs' which show smaller but significant steps of progress.
- The SENCo regularly monitors the provision and progress of children with SEND.
- For children who require additional or different support a One Page Profile may be written to outline the provision being put in place and strategies that have been successful and unsuccessful.
- If a child needs further specific support an IPM may be provided in order to outline provision and indicate time scales for achievement of targets.
- For some pupils, the school may consult with specialist support from Enhanced Mainstream Schools, the Educational Psychologist or the medical services for a more specialist assessment of a pupil's educational need.
- Any child who requires high levels of support, in consultation with parents, referrals will be made for statutory assessment in the form of an EHCAR – Education, Health and Care Assessment Referral.

SEN Support

- It may be that your child has a specific barrier to their learning and this is affecting their progress. The CT would discuss any specific difficulties with the SENCo, HT and parents to clearly identify the child's needs.
- SEN Support is the term used when your child needs some additional and / or different support from that given to most children of a similar age.
 - Pupils are involved in setting their targets and goals and choosing their preferred strategies to reach them.
 - Reviews follow a pupil centred format.
- There are four main areas of need: Cognition & Learning; Communication & Interaction; Social, Emotional & Mental Health and Sensory & or Physical.
 - We use a wide range of interventions and strategies. Your child's needs would be specifically targeted and a learning programme planned so that progress could be measured. This may be delivered by a trained TA. It would be a timed and monitored intervention to enable your child to make accelerated progress. The provision recorded on an IPM would be reviewed with you and the views of your child sort. The aim always would be to make your child more independent.
 - The school may call on extra specialist support from an outside professional, if your child is not making progress despite the Quality First Teaching and an intervention.
 - You would be asked to give your permission for us to refer your child to a specialist professional. This will help school to better understand your child's particular needs and better support your child in school. The specialist professional will work with your child to understand their needs and make recommendations with targets, provision, support and advice.

Education Health and Care Plan (EHCP)

- For a very small number of children who have severe or complex learning needs, a request for an EHC Assessment may be made; if the parents and professionals supporting your child feel that the child's needs cannot be met with the resources normally available in school.
- The school or you can request that the Local Authority carry out a Statutory Assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- This can be a difficult time for any parent and you can access support and advice from the independent Parent Partnership Service. The co-ordinator for our area is Mrs Jane Clark - jane.clark@northyorks.gov.uk 01609 536198. This service has been renamed SENDIASS – SEND Information, Advice & Support Services, their enquiry line is 0845 034 9469.
 - We would meet together to complete a 'Comprehensive Assessment of Need' form (CAN – DO), this is part of the paperwork designed to assess the level of need. It puts 4 the child at the centre of the assessment and involves the parents and agencies from education, health and care who may be involved with your child.
- If your child has an EHCP they will have an Annual Review; you will be asked to contribute your views and the views of your child will be an important part of this; most of the professionals will try to attend. You will still be involved in termly reviews to monitor the plan.

How is extra support allocated to children?

- The school budget is received from NYCC LA, this includes money for supporting children with SEND.
 - The HT decides on the budget for SEND in consultation with the school governors, on the basis of the needs in the school.

- The HT and SENCo discuss the SEND in the school: the children already getting extra support; the children needing extra support and the children identified as not making as much progress as would be expected.
- The HT and SENCo plan what resources, training and support is needed, this is reviewed regularly and changes made according to needs.

How do we adapt the curriculum and the learning environment of children and young people with SEND? What are the different types of support available for children with SEND in our school?

Most children with SEN can be best supported inclusively through Quality First Teaching. This means:

- The CT has the highest possible expectations of your child and all pupils in the class.
- All teaching is built on what your child already knows, can do and can understand.
- Lessons are differentiated to meet the needs of all children whatever their learning styles.
- The CT will teach different groups and share their time equally with the children, whatever their ability.
- Different ways of teaching are in place so that your child is fully involved in learning in class and is making the best possible progress. This may involve more practical learning, using different resources, using ICT, using a visual timetable, using a range of strategies and/or different ways of recording work.
- The CT carefully checks on your child's progress and may decide that your child has gaps in their learning and needs some extra support to help them make progress. All children should be getting this as part of excellent classroom practice.
- Personalised learning planned and delivered by the class teacher in an ordinary classroom setting.
- Specific strategies (suggested by the SENCo or outside staff) may be in place to support your child to learn. This may include:
 1. A targeted programme of study designed to close gaps in learning.
 2. Time out of class to attend intervention support (which may be done on an individual or group basis) for a limited period of time, usually half an hour for several days for six to eight weeks.

How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, to help children with SEND and support their families? How is specialist expertise secured?

We work with a range of outside agencies when supporting children with specific difficulties (speech and language, educational psychologists etc). Parental permission is always sought before involving anyone from outside of school. This is funded by the Local Authority and delivered in school. Your child may be referred to one of the following:

- Enhanced Mainstream School (EMS) for Cognition and Learning
- EMS for Communication & Interaction
- EMS for Social & Emotional Difficulties
- Educational Psychology Service
- Sensory, Physical, Medical team
- Speech & Language Therapy (provided by Health but paid for by North Yorkshire)
- Early Years Support Team
- Autism Outreach Service (Diagnosis needed before accessing this service)
- Prevention Team
- Compass Reach and Compass Buzz

Funded by the Health Service and delivered in school or Clinic:

- Healthy Child Team
- Occupational Therapy
- Physiotherapy
- Community Adolescent Mental Health Service (CAMHS)

How are staff trained and given the expertise to support children and young people with SEND?

How are the teachers in school helped to work with children with SEND? • Part of the SENCo's job is to support CT in planning for children with SEND.

- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on e.g. Speech & Language difficulties.
- Individual CT's and Teaching Assistants attend training courses run by outside specialists that are relevant to the specific needs of a child in their class. Or they are given advice and support from an outside professional working with a child in their class.
- SENCo liaises with local SENCo's and attends training regularly.

How do we support pupils in improving their emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying?

- We have a clear anti-bullying policy in our school.
- Additional pastoral support is provided for children requiring additional emotional support. We use the Thrive Approach, which supports optimal social and emotional development.
- We regularly seek the children's opinions and views in discussions and through person centred reviews.

How will we support your child when they leave school or move into another class? If your child is moving to another school:

- We will contact the receiving school's SENCo and ensure they know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible. • Some children may benefit from having a One page Profile; this gives a summary of the type of support given, the effectiveness of the strategies used, a child's strengths and needs; this may form part of the records and will aid transition.
- If your child is in Year 5 and has an EHCP or is in Year 6 and is on SEN Support:
 1. We will invite the SENCo from the Secondary School to discuss specific needs of your child and a transition package will be put together for them individually.
 2. Your child will do focussed learning about aspects of transition to support their understanding of the changes ahead. This may be supported by a social story for the child to refer to.
 3. Where possible your child will visit their new school on several occasions or a member of staff from their new school will visit your child at our school.

If your child is moving classes in our school:

1. Information will be passed onto the new teacher in advance. Where possible the new teacher will join a planning meeting to share the IPM and your child's needs, will be discussed.

2. It may be useful for your child to visit the new classroom and take photos of the new teacher and any support staff; the cloakroom area etc. This may be made into a social story for the child to refer to. The new teacher may be able to spend a session with your child or sit with them at lunchtime.

How will we help young people prepare for adulthood, reflecting their ambitions for education, employment, independent living and participation in society?

In our pupil centred reviews, the pupil is given the opportunity to set their own goals and discuss their ambitions for the future. This will be used to inform future outcomes.

What support do we provide for you as a parent of a child with SEND?

- At Broomfield School we have an open door policy and parents are always welcome to speak to members of staff about their children.
- The CT is regularly available to listen to your views, discuss your child's progress or any concerns you may have and to share information about what is working well at home and at school, sharing strategies that can be used.
- We would always want to share and celebrate any successes at home or school with you and look to build on your child's strengths and interests.
- Mrs Stirk (SENCo) or Mrs Gill (HT) are willing to meet with you to discuss your child's progress or any concerns/worries you may have.
- Any additional or different provision your child is receiving, will be recorded on an IPM; this will be shared and reviewed with your involvement every term.
- Homework will be adjusted as needed to support your child's individual learning.
- Any information from outside specialists will be discussed with you; where possible you will be able to speak directly to that professional or we will explain any reports as necessary.
- A home / school book may be used to support communication between us or an email contact may be a preferred option.

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school, including the arrangements for supporting children who are looked after by the authority and have SEND?

- Designated SEND governor – Mr Paul Fisher, can be contacted through school.
- Disputes and complaints are endeavoured to be dealt with quickly so that both parties are satisfied with the outcome.
- We have a clear complaints policy.

Contact Details:

Broomfield School 01 609 774050 admin@broomfield.n-yorks.sch.uk

Appendices

Appendix 1 – Broomfield School Accessibility Plan

Broomfield School Accessibility Plan 2015-2018

Purpose of the Plan

The purpose of this plan is to show how Broomfield School intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LAs against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.

- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Broomfield School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage.

The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Broomfield School Accessibility Plan 2015-2018

Targets	Strategies	Resources	Timeframe
EQUALITY AND INCLUSION			
To ensure that the accessibility Plan becomes an annual item at the GB meetings.	Clerk to governors to add to list for GB meetings.	Time at GB meetings	Annually.
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Cost of training. See budget.	Annually or when new members of staff join school.
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policy review committee time.	Annually.
To ensure children with medical conditions have up to date health care plans and support needed to enable them to access curriculum.	SENCo to update plans as needed. HT to ensure staff deployed to meet need	SENCo time. Staffing budget.	Annually or as needed.
PHYSICAL ENVIRONMENT			
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults.	Audit of accessibility of school buildings and grounds by Governors at annual H&S inspection. Suggest actions and implement as budget allows.	See premises budget.	Annually.

	Additional entrance to school built Feb 2016 to enable easier access to admin staff/area for those with reduced mobility.	£15K from devolved capital budget	
CURRICULUM			
To continue to train staff to enable them to meet the needs of children with a range of SEND.	SENCo to review the needs of children and provide training for staff as needed.	See training budget. £2K earmarked for Ed Pshych services 2016/17	Annually or as new staff/pupils join school.
To ensure that all children are able to access all out-of school activities. eg. clubs, visits, residential visits etc.	Follow LA guidance doc and adopt LA policy.	Time to review docs and time of Policy Review Committee	Annually.
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.	SENCo time.	Annually or as new pupils joins school.
To meet the needs of individuals during statutory end of KS1/2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed. Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	SENCo and CT time.	Annually in accordance with guidance from STA

WRITTEN/OTHER INFORMATION

To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Admin time	As needed
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold consultations by phone or send written information so that parents are informed of their child's progress	Time for staff	As needed