

Broomfield School SEN information report

Code of Practice 6.79

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school's SEN policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

Broomfield School SEN information report

Date: November 2020

This is what we provide in our school	This is North Yorkshire LA's minimum expectations of good practice
1 What kinds of SEN are provided for in your school?	
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.	Children and young people (CYP) with a wide range of SEN are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet needs.
2 What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENCo's name and how can I contact them?	
Our Special Educational Needs policy sets out how we identify children as having SEND. 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 Individual Provision Map 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 NYCC Hub, 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	The name and contact number of the SENCo should be readily available for parents. The school will have a clear policy about <u>how</u> they identify children as having SEND following the guidance in Chapter 6 of the SEN Code of Practice 2015. The school will have clear criteria and procedures about how to assess the needs of your child using the 4 areas of need as outlined in the SEN Code of practice.

<p>consultation with parents, referrals will be made for statutory assessment in the form of an EHCAR – Education, Health and Care Assessment Referral. The SENCo's name is Mrs Ann Stirk, who can be contacted on 01609 774050/ astirk@broomfield.n-yorks.sch.uk.</p>	
<p>3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?</p>	
<p>At Broomfield School we have an open door policy and parents are always welcome to speak to members of staff about their children. The Class Teacher 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 Morrison (HT) are willing to meet with you to discuss your child's progress or any concerns/worries you may have.</p> <p>Any additional or different provision your child is receiving, will be recorded on an Individual Provision Map; this will be shared and reviewed with your involvement every term at review meetings. At review meetings we will let you know what impact the intervention/support has had. 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.</p>	<p>Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. They listen to what parents have to say and respond to it. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests.</p> <p>This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress.</p> <p>On-going communication with school may include:</p> <ul style="list-style-type: none"> • regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes • more regular meetings to update you on your child's progress and whether the support is working • clear information about the impact of any interventions • guidance for you to support your child's learning at home. • a clear date to review the SEN support plans
<p>4. What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?</p>	
<p>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.</p> <p>Pupil voice is carried out linked to the school development plan to help shape the provision of SEND in our school.</p> <p>Our School Council allows all pupils to contribute towards shaping the provision in school. All pupils, including pupils with SEND, are encouraged to participate in the School Council. Our intervention group has a representative on the School Council.</p> <p>For pupils who have an Education Health Care Plan, their pupils views are formally recorded and they are supported to achieve their aspirations. This is done annually through an informal discussion with a known adult.</p>	<p>School will obtain the views of all children (pupil voice) to shape provision in school. Your child's school may have a school council. They should be able to explain how the voice of pupils with SEN are represented on this council. In addition, it is vital that the views and aspirations of children and young people with SEN are listened to and they are supported to achieve their aspirations as far as possible. You school will be able to describe how this is undertaken and the frequency with which the child is consulted.</p>

5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review

Progress is monitored termly through teacher assessment and discussion with the pupil and the parents. Outcomes are reviewed and new targets agreed during this review meeting. 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 Individual Provision Map, at SEN Support, may be provided in order to outline provision and indicate time scales for achievement of targets. Our Individual Provision Maps include pupil likes/dislikes and aspirations, summaries of needs with linked long-term outcomes, short-term targets, adjustments, interventions, progress and reviews. For some pupils, the school may consult with specialist support from Inclusive Education Service, 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

All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets, and overall progress on the National Curriculum. Many schools use inclusion passports. This is a document that summarises the support that has been given to a pupil over a period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school. Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map, an individual education plan or an SEN support plan. This should include:-

- details of any strategies being used to support your child in class
- the adjustments or approaches being made to teaching in class
- details of any extra support or interventions for your child
- your child's learning targets and their long term desired outcomes
- the next date when your child's progress will be reviewed.

Most pupils will benefit from SEN support, but some pupils who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan assessment (EHCAR).

6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society

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.
If your child is in Year 5 and has an EHCP we will hold a 'Transition Review' during the summer term of Year 5. Or if your child is in Year 6 and is on SEN Support we start transition planning at the start of the summer term in

Your SENCo should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be invited to attend. Transition meetings and visits should be arranged for the pupil or student, often accompanied by a well-known member of staff. The pupil should receive as much transition work as they feel necessary in order to make a successful transition.

Year 6. The procedure that we follow is:

1. We will invite the SENCo from the Secondary School to discuss the specific needs of your child and a transition package will be put together for them individually, (virtually due to COVID-19)
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 (with a known member of school staff) 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.

In discussions with pupils and parents we talk about their aspirations for the future. These aspirations inform the outcomes that we are striving for, we look at what skills we need to equip with the child in order to achieve their aspirations in the future.

7. What is your School's approach to teaching children and young people with SEN?

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

High quality teaching and support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons. Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:

- what interventions your child is receiving and what are the intended

<p>children should be getting this as part of excellent classroom practice.</p> <p>Personalised learning is usually 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:</p> <ol style="list-style-type: none"> 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. <p>Our IPMs detail what interventions your child is receiving, when and how often they will be taking place, who the intervention will be delivered by and the progress made.</p>	<p>learning outcomes;</p> <ul style="list-style-type: none"> • when during the week any interventions will be delivered and for how many weeks; • who will be delivering the interventions (usually a well-trained teaching assistant) and where (e.g. in class or outside the classroom) • how the interventions will relate to and support learning in the classroom; • how they will be monitored closely to make sure they are helping your child to make accelerated progress.
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8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?

<p>The main building is accessible to children with physical disabilities. We ensure that equipment used is accessible to all children regardless of their needs. See our Accessibility Plan, Appendix 1.</p> <p>All children with SEND, including those who are in care and have SEND, are enabled to access our curriculum and extra-curricular activities and school visits as much as is possible. (Will resume when COVI-19 risk assessment allows), Reasonable adjustments will be made to ensure inclusion.</p> <p>Adaptations are based upon pupil's personal needs but may include: visual timetables, ear defenders, writing slopes, a choice of different writing implements, learning touch typing to aid using technology to record written pieces of work.</p> <p>Some pupils with a high level of need also have a care/ health care plan. This is written with the pupil and parents and updated at least annually. A risk assessment may also be required.</p>	<p>Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies.</p> <p>Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.</p>
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9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist

expertise?

Part of the SENCo's job is to support Class Teacher 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 Class Teachers 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. The SENCo liaises with local SENCo's and attends training termly.

Referrals to NYCC Hub (Cognition and Learning, Social/Emotional and Mental Health, Communication and Interaction, Sensory/Physical and Medical Teams), 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), Compass Reach and Compass Buzz, Healthy Child Team, Occupational Therapy, Physiotherapy and Community Adolescent Mental Health Service (CAMHS) and Educational Psychology can all be sought with parental discussion and permission.

Mrs Stirk (SENCo) has been in post as SENCo for approximately 10 years and therefore is not required to complete the National Award for Special Educational Needs.

All staff should receive regular training to enable them to meet a range of SEN. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary. Schools must make good use of their SEN funding to meet a range of need. However, if a pupil has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly. The SENCo will have the National Award for Special Educational Needs (NASENCo) or be working towards achieving this within 3 years of their appointment as SENCo.

10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?

The progress and attainment of all children is carefully monitored and reported to parents both termly at parents' evening and formally annually through the school's Annual Report.

If your child has additional needs and has different provision/intervention we will evaluate the effectiveness of this by various means. These may include: measuring the progress made by completing the intervention (ratio gains), pupil views/scaling to look at the impact of the intervention on their self-confidence/behaviour.

During the planning meeting, the Class Teacher will talk through the intervention, its merits and what outcome/s it is being used for and how the

The progress and attainment of all children is carefully monitored and reported to parents. Your school will be able to explain how they track pupil progress in their school. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time – known as a ratio gain or the before and after impact on self-confidence, behaviour etc. During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Many schools use Individual Provision Maps (IPMs) or My Support plan to capture this information, which is written during your

<p>impact will be measured. We use Individual Provision Maps to record this information, which is written / updated at the termly review meetings. A 'learning conversation' will take place at the review meeting, targets agreed and the IPM written up following the meeting.</p> <p>The SENCo and Senior Leadership Team follow a programme of monitoring in school. This includes evaluating the impact of all interventions. High Quality Teaching also follows a programme of regular monitoring.</p> <p>Most children with SEN can be best supported inclusively through High Quality Teaching.</p>	<p>meeting. This meeting with you and your child is often described as a 'learning conversation'.</p> <p>The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.</p> <p>Other provision, for example provision regularly used in-class (known as High Quality Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.</p>
<p>11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?</p>	
<p>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. Pupils with SEN are represented on the school council and in positions of responsibility, for example as a friendship buddy and/or play leader. (Limitations currently due to COVID-19)</p>	<p>The school's policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEN should be equally represented in positions of responsibility e.g. the school council.</p>
<p>12. How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.</p>	
<p>We have a clear anti-bullying policy in our school. Additional pastoral support is provided for children requiring additional emotional support. We regularly use pupil voice and scaling to ascertain the pupil's views. We use a range of resources, including 'Zones of Regulation' and 'Huge Bag of Worries' for example, which supports optimal social and emotional development.</p> <p>We have a lunch time nurture group for pupils who are overwhelmed by the canteen style lunch hall. (Currently suspended due to COVID-19 restrictions)</p>	<p>Some of the interventions implemented should be for emotional support e.g. nurture groups, the provision of a key worker.</p> <p>The school's anti bully policy should be available for you to read and they will be able to describe how they listen to and support pupils with social and emotional needs</p>
<p>13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?</p>	
<p>Referrals to NYCC Hub (Cognition and Learning, Social/Emotional and Mental Health, Communication and Interaction, Sensory/Physical and Medical Teams), 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), Compass Reach</p>	<p>The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions, Other specialists such as speech and language therapists can also support schools in this. If the school feels that the</p>

<p>and Compass Buzz, Healthy Child Team, Occupational Therapy, Physiotherapy and Community Adolescent Mental Health Service (CAMHS) and Educational Psychology can all be sought with parental discussion and permission. Referrals are discussed on an individual needs basis.</p> <p>Speech and Language Therapists are regularly in school reviewing and working with individual pupils.</p>	<p>involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.</p>
<p>14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?</p>	
<p>Our designated SEND governor is currently Claire Neill-Webb, currently you can contact the clerk, Angela Barnes, who 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 which is available on the school website.</p> <p>We have an open door policy and encourage parents to speak to the Class teacher initially or the SENCo / Headteacher first.</p>	<p>There must be a designated governor for SEN in the school and complaints about SEN should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.</p>
<p>15. What arrangements are there for supporting children and young people who are looked after by the local authority and have SEN?</p>	
<p>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. (Currently restricted due to COVID-19) Reasonable adjustments will be made to ensure inclusion. School liaise with the relevant Designated Teacher where a looked after pupil has SEN.</p>	
<p>16. How does school ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language. Does it include information on the school's SEN policy and named contacts within the school for situations where young people or parents have concerns? Does this SEN Information Report give details of the school's contribution to the Local Offer and must include information on where the local authority's Local Offer is published?</p>	
<p>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. This link can be found on our school website or at https://www.northyorks.gov.uk/send-local-offer Our SEND policy clearly sets out Special Educational Needs at Broomfield School. If you have a concern please contact your child's Class Teacher in the first instance. If you would like to discuss your concerns further please contact one of the following:</p> <p>SENCo – Mrs Ann Stirk – 01609 774050/ astirk@broomfield.northyorks.sch.uk (working days are all day Monday and Tuesday and Wednesday morning).</p>	

Headteacher – Mrs Sarah Morrison – 01609 774050/ headteacher@broomfield.n-yorks.sch.uk	
SEND Governor – Mrs Claire Neill-Webb – 01609 774050	
17. In setting out details of the broad and balanced curriculum provided in each year, how does school include details of how the curriculum is adapted or made accessible.	
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. (Currently restricted due to COVID-19)	