Broomhaugh C of E First School

SEND INFORMATION REPORT

At Broomhaugh C of E First School we hope to enrich the local community through providing it with an outstanding school, with a distinctive Christian character, where the quality of teaching is high and support is provided to enthuse and engage children of all abilities.

We will provide an education for all pupils that will encourage independence and enable all children to reach their full potential, harnessing their creativity and passion for learning across all aspects of the curriculum.

As a school and staff we foster an ethos where all children regardless of gender, race or ability are appreciated; where opportunities to be creative, inquisitive and diligent are encouraged, leading to children who achieve highly and make the best progress they can so that they are fully prepared for the next stage of their education.

SEND INFORMATION

This document is intended to give general information regarding the ways in which we support our pupils with special educational needs and disabilities. (SEND). The content here is broad; each child is an individual and will receive unique provision and resources where necessary.

Children who we identify as having additional needs are provided with an individual plan which can cover educational, behaviour or health needs. These plans are regularly reviewed to ensure that there is the best possible match between a child's needs and the resources that are provided.

Other documents such as Safeguarding and Behaviour policies are available on our school website www.broomhaugh.northumberland.sch.uk. Further information can be obtained by contacting Mrs Ruth Houghton SENDCo on 01434 682374.

THE LA LOCAL OFFER

The Children and Families Bill became enacted in 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about the services which they can expect to be available for children and young people with special educational needs and disabilities (SEND) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

For all pupils at Broomhaugh who have an additional need:

- We acknowledge and respect the opinions of parents and carers and work closely in partnership with them.
- We deliver high quality teaching, adapting the curriculum and our resources to make sure the curriculum is accessible to all.
- All staff will continue to receive ongoing training in relation to meeting pupils' needs in the classroom.

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- Needs based Individual Education Plans (Interventions) are produced for each child. The information provided within them is used to inform planning, teaching and provision.

- Regular evaluations of intervention plans and any interventions provided for children take place every term and changes are made as necessary.

- We seek support and advice from outside agencies such as the Local Inclusion Support Team (LIST), Child Adolescent Mental Health Services (CAMHS) and Speech and Language therapists to ensure that any barriers to learning are quickly identified and acted upon.

- We differentiate the curriculum and resources to promote pupil progress.

- We offer carefully structured transitions at appropriate stages for pupils and parents.

- Support staff are carefully placed throughout school to ensure that pupil progress and independence are given every opportunity to succeed.

- We have a SEND governor to monitor provision.

- We have an experienced SENDCo who can provide advice and guidance.

- We hold regular review meetings for pupils with high levels of SEND where parents, outside agencies and school staff are invited to attend.

- We regularly use pupil voice techniques to understand the child's own perspective on their learning opportunities and the support they receive.

Question 1. How does the school know if children need extra help and what should I do if I think my child may have special needs?

Early identification of additional needs is key to success. Parents are the first step in finding out how best to support each child. If you have any concerns please speak as soon as possible to your child's teacher.

We use a number of baseline assessments throughout school. Children who are below the national expectations are provided with support to help ensure progress is made.

Question 2. How will school support my child?

Broomhaugh C of E First aims to provide provision for children recognised within the 4 main areas of SEND needs:

- Communication and interaction needs
- Cognition and learning needs

- Social, emotional and mental health difficulties
- Sensory and or physical skills

There has been a change from previous Code of Practice from a category of Behaviour, Emotional and Social Difficulties to Social, Emotional and Health Difficulties.
Class teacher input, via excellent targeted classroom teaching (Quality First Teaching) is key.

For your child this would mean:

That the teacher has the highest possible expectations for your child, and all the pupils in their class. that all teaching is built on what your child already knows, can do and can understand.
Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.

- Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work which may be:

- In the classroom or a smaller room elsewhere in school.
- Delivered by a teacher or a Teaching Assistant (TA).
  Specialist groups run by outside agencies

SEND Code of Practice 2014: School Support (SS)

This means they have been identified by the SENDCo and class teacher as needing some extra specialist support in school from a professional outside the school. They are described as having high needs rather than the old categories of School Action and School Action Plus.
You will be asked to give your permission for the school to refer your child to a specialist professional e.g. Speech and Language Therapist or Educational Psychologist. This will help the school, and yourself, understand your child's particular needs better allowing the school to more effectively support them and be able to support them more effectively in school.
The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

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Specified Individual Support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school. This may be from:

- The SEND Service which includes educational psychologists, behaviour therapists and autistic spectrum experts.
- Outside agencies such as the Speech and Language Therapy (SALT) Service

For your child this would mean:

- The school (or you) can request that Local Authority Services 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.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs.
- If they do not think your child needs this, they will ask the school to continue with the current support. The EHCP will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, along with what strategies must be put in place. It will also have long and short term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

Question 3. How will I know how my child is doing?

Each child who has an Intervention will have this reviewed with the parents termly or sooner if targets are achieved. There will be a transition review from teacher to teacher in the summer term. A new Intervention will be produced following each meeting.

Parents of children with more complex needs will meet termly with the SENDCo, relevant TA's and outside agencies. .

Class teachers and the SENDCo are available by appointment to talk through any worries that parents may have about their child.

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Question 4. How will the curriculum be matched to my child's needs and how are resources allocated?

All children are provided with a broad and balanced curriculum that is differentiated to meet the needs of the children within the class. Assessment for Learning is regularly used to appraise a pupil's level of understanding.

Different ways of teaching are used so that your child is fully involved in learning in class. This may involve things like using more practical learning.

In order to support children further we provide small group support with a focus on emotional e.g. Emotional Literacy Support Assistant (ELSA), literacy or numeracy needs. Intervention programmes include Read, Write Inc, Toe by Toe. There are also small group sessions to improve pupil's basic skills such as their gross and fine motor control skills.

Other support may include:

- •Providing resources to support children with specific needs e.g. coloured overlays and reading rulers to help with reading for our dyslexic children.
- Using visual timetables to help support children.
- Providing support at less structured times of the day for example break and lunchtime when appropriate.
- Delivering small group speech and language sessions.
- Seeking advice and guidance from outside professionals.
- When it is appropriate using ICT to enhance pupil's access to the curriculum.
- Children who have a statement or have Top Up funding allocated to them work with TA's either in small groups or individually for part of the day.
- Children who have medical needs are not usually on the SEND register. Please refer to the medical needs policy on our website.

Question 5. What support will there be for my child's well-being?

We recognise that pupils with SEND may well have Social and Emotional Development needs that will require support in school, also that parents are the first providers of learning for their children and understand their difficulties the best. We will discuss with you and your child any challenges you feel exist and work together to find solutions to overcome any concerns. The Emotional Health and Wellbeing of all our pupils is very important to us. To support this:

- We have a robust Safeguarding Policy in place.
- We have a robust Behaviour Policy in place.
- The Head teacher and all staff continually monitor the Emotional Health and Well-being of all our pupils.
- We staff will who work with pupils on an individual basis to support their Emotional Health and Well-being.
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- We will ask your child for their views on how they would like to be supported to develop social interaction skills.
- We create Individual Behaviour plans to ensure children can access the curriculum and all children remain safe.
- We complete risk assessments and then take action to ensure the safety and inclusion of all children, wherever possible, in all activities.
- We use social stories to help children learn how to approach and deal with different social situations.
- We liaise closely with Middle schools to ensure that anxieties about the move from one school to another are reduced.

Question 6. What specialist services are available at or accessed by the school?
School liaise closely with a range of external agencies, these include:

- The SEND Services and Inclusion Service which is an area based multi-disciplinary team of professionals comprising of colleagues with specialisms in: school attendance, autism and social communication issues, behaviour, educational psychology, learning, literacy, speech language and communication.
- The role of the SEND Service is to work with schools, pupils, families and other professionals to improve the social, emotional and academic learning experiences of pupils in the context of their local community.
- CYPS which is a NHS-provided service for children in the mental health arena, services are typically multidisciplinary in nature and the staff comes from a range of professional backgrounds.
- Speech and Language therapy services.
- School Health nurses.
- Local Authority Designated Officer (Child Protection Services).
- Social Services.

Question 7. What training are the staff supporting children and young people with SEND had or are having?
All teaching staff attend weekly staff meetings where the focus is on ways to develop and improve Quality First teaching within the classroom.
The school, when and where appropriate, provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autism Spectrum Disorder (ASD), communication difficulties etc
Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from Specific Language Impairment through to Dyslexia support etc.
We have highly skilled TA's and staff who have completed training sessions in order to run interventions within school eg Talk Boost, Primary Talk..

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The SENDCo offers induction to any new staff to ensure that they are fully aware of their responsibilities for SEN children within the classroom. Part of the SENDCo role is to support teachers in planning for children with SEND. This may include advice, learning strategies and specific teaching programmes or methods identified by specialists from other agencies who work with your child in or out of school.

Question 8. How will you help me support my child's learning?

We recognise that parents are the first providers of learning for their children and understand their difficulties the best. To support you:

- We will discuss with you and your child any challenges you feel exist and work together to find solutions to overcome the concerns. An Intervention will be put together with your child's individual targets.
- The class teacher is regularly available to discuss your child's progress, or any concerns you may have, and to share information about what is working well at home and school, so similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns or worries you may have.
- All information from outside professionals will be shared with you by the professional involved, if this is not possible in person then via a written report.
- Interventions and the targets they contain will be reviewed with your involvement. When possible we will ask your child for their views on how they would like to be supported and the targets they want to aim towards.
- Homework will be adjusted, as needed, to your child's individual requirements.

Question 9. How will my child be included in activities outside school including school trips?

Risk assessments are carried out for every planned visit and event.
All venues are visited prior to a school trip to ensure accessibility for all.
One to one support is provided where necessary.
We ensure that all transport provided can carry all resources needed

Question 10 How accessible is the school environment?

Wheelchair access is available through three separate entrances. All parts of school other than the school hall are wheelchair accessible (wheelchair accessible with some degree of difficulty). There is 1 accessible toilet facilities within school.
All children have access to the full curriculum, with any appropriate adaptations made.
Extra-curricular activities are accessible for children with SEND.
Access to medical interventions will be supported on an individual basis, with an appropriate Individual Health Plan (IHP) being produced.
Broomhaugh Squirrels Club 'out of hours' provision is accessible to all children including those with SEN.

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Question 11 How will school support my child's transfer to a new setting or school.

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- Where it is a planned move transition planning starts a year before the move. We will discuss with you and your child any challenges you feel exist and work together to find solutions to overcome the concerns.
- We will contact the new school SENCo and arrange a transition review with the parents and existing class teacher.
- We will make sure that all records about your child are passed on before transition.
- We will arrange extra visits so that your child is less anxious about the move.
- If your child would be helped by a book to support them understand moving on then it will be made for them. Such books will include photographs of the new adults leading learning, classrooms, facilities they will use etc. We will ask your child to be involved in this preparation so the information they feel is important will be included.

Question 12 What do I do if I have a Complaint regarding SEND?

The SENDCo is the first point of contact. Please also see the School Complaints Policy.

Question 13 Who can I contact for further information?

Head Teacher: Jen Stephenson
Broomhaugh C of E First School
Church Lane
Riding Mill
Northumberland
NE44 6DR
Email: admin@broomhaugh.northumberland.sch.uk
SENDCo: Mrs Ruth Houghton
SEND Governor: Mrs Anna Kershaw
Local Officer
Useful Websites: Northumberland Local Offer
http://northumberland.fsd.org.uk/kb5/northumberlandfsd/home.page

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