



Broomhaugh C of E First School

"At Broomhaugh we believe in the importance of developing the whole child through offering a broad, balanced and creative curriculum where individuality is valued.

We have high expectations for learning and behaviour and actively raise each child's self-esteem through positive praise valuing them as individuals and openly celebrating their success and achievement". *School Mission Statement.*

THE LA LOCAL OFFER

The Children and Families Bill was introduced in 2014. 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 (SEN) 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.

At Broomhaugh 18% of pupils are supported within school and 7% of those are receiving external help.

Please read below for answers to questions about the local offer at Broomhaugh.

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| <p>How will school support my child ?</p> | <p>We aim to provide support for children recognised within the 4 main areas of SEN needs:</p> <ul style="list-style-type: none"> • Communication and interaction needs • Cognition and learning needs • Social, emotional and mental health difficulties • Sensory and or physical skills <p>In school this means we will</p> <ul style="list-style-type: none"> • Have the highest possible expectations for your child, and all the pupils in their class. • Ensure all teaching is built on what your child already knows, can do and can understand. • Make certain that 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. • When needed, have specific strategies (which may be suggested by the SENDCo) in place to support your child to learn. • Have carefully checked on your child's progress and will have decided that if your child has a gap or gaps in their understanding/learning there will be some extra support to help them make the best possible progress. <p>We may need to offer support via specific group work that will be</p> <ul style="list-style-type: none"> • Delivered in the classroom or a smaller room elsewhere in school. • Delivered by a teacher or a Teaching Assistant • Specialist groups run by outside agencies |
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| <p>How will the curriculum be matched to my child's needs?</p> | <p>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.</p> <p>In order to support children further we provide small group support with a focus on emotional, literacy or numeracy needs. Intervention programmes include Read, Write Inc, Springboard maths. There are also small group sessions to improve pupil's basic skills such as their gross and fine motor control skills.</p> <p>Other support may include:</p> <ul style="list-style-type: none"> • Providing resources to support children with specific needs such as visual timetables. • Providing support at less structured times of the day for example break and lunchtime when appropriate. • Seeking advice and guidance from outside professionals. • When it is appropriate, using ICT to enhance pupil's access to the curriculum. <p>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.</p> |
| <p>How will I know how my child is doing and how will you help me to support my child's learning?</p> | <p>Each child who has an IEP will have this reviewed with the parents at half termly meetings with the class teacher. There will be a transition review from teacher to teacher in the summer term. A new IEP will be produced following each meeting.</p> <p>Parents of children with more complex needs will meet termly with the SENDCo, relevant TA's and outside agencies.</p> <p>If required children will be provided with a home/school diary in order to record how specific targets have or have not been met and to aid the communication process between home and school.</p> <p>Class teachers and the SENDCo are available by appointment to talk through any worries that parents may have about their child.</p> |

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| <p>What support will there be for my child overall wellbeing?</p> | <p>We recognise that pupils with SEN may well have emotional and social 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:</p> <ul style="list-style-type: none"> • 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 wellbeing of all our pupils. • We will ask your child for their views on how they would like to be supported to develop social interaction skills • We can 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 <p>If children have specific medical requirements we are able to liaise with the School Nurse and other medical professionals.</p> <p>We have a policy for the administration of medicines in school.</p> |
| <p>What specialist services and expertise are available or accessed by the school ?</p> | <p>School liaise closely with a range of external agencies, these include:</p> <ul style="list-style-type: none"> • The LIST 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 LIST is to work with schools, pupils, families and other professionals to improve the |

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| | <p>social, emotional and academic learning experiences of pupils in the context of their local community.</p> <ul style="list-style-type: none"> • CAMHS 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). |
| What training are the staff supporting children and young people with SEND having or have had? | <p>The school provides training and support to enable all staff to improve the teaching and learning, including those with SEN. This includes whole school training on SEN issues such as Primary Talk and individuals or groups who develop specific expertise for example Talk Boost, Autism Spectrum Disorder (ASD) and dyspraxia.</p> <p>The SENDCo delivers induction to new staff to ensure that they are fully aware of their responsibilities for SEND 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.</p> |
| How will my child/young person be included in activities outside the classroom including school trips? | <p>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.</p> |
| How accessible is the school environment? | <p>All three classroom are accessible with wheelchairs</p> <p>There is a support rail in the adult toilet.</p> <p>The school hall is accessible via the playing field.</p> <p>Hand rails down the 3 flights of stairs are painted in a highly visible yellow and have 'feely mats' at the top and bottom of each flight.</p> |
| How will the school prepare and | <p>We recognise that transitions can be difficult for a child with SEN and take steps to ensure that</p> |

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| <p>support my child to join the school, transfer to a new setting or the next stage of education and life?</p> | <p>any transition is as smooth as possible. If your child is moving to another school:</p> <ul style="list-style-type: none"> • We have a member of staff with sole responsibility for transition. 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 SENDCo 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 at least six weeks before transition. • We will arrange extra visits so that your child is less anxious about the move. <p>If your child is moving to another class:</p> <ul style="list-style-type: none"> • A transition IEP is prepared and passed from the existing teacher to the new teacher. • All information about assessments and additional support is passed on through detailed next step files. • 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. |
| <p>How are the school's resources allocated and matched to children special educational needs?</p> | <p>SEN children may require additional resources to be allocated to them to meet their needs. This is often in the form of extra human resources as TAs are used to support on a one to one basis. School may also apply to the local authority to request top up funding in cases where children have needs that cannot be addressed through the normal budget funding.</p> |
| <p>How is the decision made about the type and amount of support my child will receive?</p> | <p><u>SEN Code of Practice 2014: School Support (SS)</u> 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. 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</p> |

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.

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

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

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 EHC Plan 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.

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| | The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. |
| Who can I contact for further information? | <p>Head teacher :</p> <p>Jen Stephenson</p> <p>Broomhaugh C of E First School</p> <p>Church Lane</p> <p>Riding Mill</p> <p>Northumberland NE44 6DR</p> <p>Tel 01434 682374</p> <p>SENDCo Mrs Ruth Houghton</p> <p>Local Authority Website Link: http://www.northumberland.gov.uk/SEND-Local-offer.aspx</p> <p>Local Authority Officer -</p> <p>County Hall</p> <p>Morpeth</p> <p>Northumberland</p> <p>NE61 2EF</p> |

Last Reviewed: March 2018

Next Review: March 2019