Broomhaugh

Church of England

First School

SEND INFORMATION REPORT

Inspired by Jesus, we make a difference in God's world by being 'the best that we can be'.

Louise Storey
SEND and Inclusion Lead

This policy applies to all staff, pupils and volunteers across Reception to Year 4. The Headteacher and SENCO are responsible for policy implementation and for ensuring staff receive appropriate training. The governing committee will receive an annual report on SEND provision in school each July. This policy will be reviewed each November and published on the school website

Broomhaugh Church of England Aided First School aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. The staff, governors and parents work in partnership to create an environment in which everyone feels valued and is encouraged to realise their full potential. We are an inclusive school and are dedicated to supporting children with all types of Special Educational Needs and Disabilities (SEND). Every pupil with SEN and/or a disability in our school has an entitlement to fulfil their optimum potential. This is achieved by ensuring the wellbeing of all pupils so that they are able to access the curriculum and learn within an environment sympathetic to their learning style.

Definition of 'SEND'

The Special Education and Disability Code of Practice: 0-25 years (2014) states:
A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The definition of disability in the Equality Act (2010) states:
Children with '…a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-today activities'. This includes children with sensory impairments as well as long term health conditions such as asthma, diabetes, epilepsy and cancer.
It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Disabilities

Many children and young people who have SEN may also have a disability. A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as diabetes, epilepsy or severe asthma.

Defining Areas of Need

There are four broad areas of need that are set out in the SEND Code of Practice that can be found below. Most children and young people with SEND do not fall into a specific

category and can have needs that span across all of these areas, their needs may change over time.

The following types of SEND are set out in the SEND Code of Practice:

Communication and Interaction
Speech, Language and Communication Needs (SLCN) – a learner may have difficulty in communicating with others – difficulties in saying what they want to say, understanding what is being said to them, or not understanding or using social rules of communication.
Autism Spectrum Disorder (ASD) – learners may have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning
Support for these learning difficulties may be required when learners learn at a slower pace than their peers, even when the curriculum is enabled and adapted. Difficulties may include specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Health Difficulties
Learners may experience a wide range of social and emotional difficulties. These may include disorders such as A.D.H.D. (attention deficit hyperactivity disorder) or attachment disorder, the display of dysregulated or distressed behaviours, anxiety or self-harming.

Sensory or Physical Needs
Some learners require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Such difficulties can be age related and fluctuate over time. These may include a vision impairment or physical disability.

SEND Governor (Ruth Symes)

The SEND governor works with the SENCO to ensure provision for SEND is reviewed and improvements made when identified. They will (with the leadership team of the school), monitor the progress that children with SEND make and the quality of provision for them.

The Northumberland Local Offer

Local authorities must publish a 'Local Offer' which sets out in one place information about provision they expect to be available for children and young people in their area who have Special Educational Needs or Disabilities (SEND).
The Local Offer has two key purposes: to provide clear, comprehensive and accessible information about provision available; and to make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents and carers, and service providers in its development and review.

Please follow this link if you wish to find out more details about the Northumberland Local Offer:

Northumberland SEND local offer

Identification of SEND

A key principle under the Code is that there should be no delay in making any necessary SEND provision - particularly in early years as delay at this stage can give rise to learning difficulties and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. The Code of Practice makes it clear that all class teachers are responsible and accountable for the progress and the development of all pupils in their class. It is the expectation that high-quality teaching, enabled and adapted for individual pupils, is the first step in responding to pupils who have or may have special educational needs.

The Code is also clear that class teachers should identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which is (but not limited to):

- Significantly slower than that of their peers starting from the same baseline
- Failing to match or better the child's previous rate of progress
- Failing to close the attainment gap between the child and their peers; or
- Widening the attainment gap

If a child arrives at our school with identified SEND, the SENCO or head teacher will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.
If, during a child's time at our school, teachers have concerns about a pupil's progress or attainment, we will contact parents to discuss these concerns so they can share their views. There is a period of monitoring and review, including an analysis of the child's progress compared with peers, national data and expectations of progress. Following this, and in consultation with all relevant staff at school, the child (if appropriate) and the child's parents, a child may be identified as having SEND and appropriate provision will be made.

If parents have any concerns about their child they should contact their class teacher in the first instance. Alternatively, they may make an appointment to see the SENCO or the head teacher through the school office.

Graduated Levels of SEND Support

Where a child is identified as having SEND we work in partnership with parents to establish the support the child needs. We ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies.

All staff at Broomhaugh First School are dedicated to providing an inclusive, nurturing and balanced curriculum through which all children make progress and achieve their full potential. Through support and dedication, children at Broomhaugh First are able to access the curriculum, supplemented with appropriate interventions and/or adaptations such as the use of visual timetables, personal planning or bespoke tasks.

Children with SEND are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged as well as promoting independence.

Wave 1 - Quality First Teaching

Children receive quality first teaching which includes enabled and adapted class work, in class targeted support and quality feedback. The progress of the children on this level will be closely monitored and reviewed.

Wave 2 - Additional School Intervention
Continued or increased concern may lead to children receiving additional targeted interventions. This may include small group teaching or specific intervention programs. These focused interventions are monitored and tracked by class teachers and teaching assistants and are regularly evaluated through pupil progress meetings and discussions with the SENCO.
If there is a concern that a child has not made expected progress after an intervention cycle or if there are ongoing concerns relating to the child's S.E.M.H (social, emotional and mental health), an initial concern meeting will be held along with the child's parents/carers- a package of support will be discussed at the meeting and this may include addition to the SEND register.

Wave 3 - SEN SUPPORT
Where a child continues to make less than expected progress, despite interventions, personalised provision will be put in place and specialist outside agencies may be involved in supporting the child and working alongside teachers, support staff and parents. Children in receipt of SEN Support form the school's SEND register and an individual intervention plan is put in place for them in the form of a SEN pupil passport/profile. Termly review meetings take place for all children on the SEND register and parents/carers are invited to work jointly with school to develop support and set desired outcomes for their child. We also seek pupil view – be this though discussions with the child before the meeting or by invitation to the meeting itself (age appropriate). The views of parents and pupils themselves are of utmost importance at these meetings and help to inform our future planning.

SEN support will arise from a four part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are:

- Assess
- Plan
- Do
- Review

The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised.

Additional Funding
For a small number of children, whose needs are significant and complex and the SEND support required to meet their needs cannot be provided from the school's own resources, a request will be made to the local authority for them to conduct an assessment of individual educational, health and care (EHC) needs. Parents can also request an EHC Needs Assessment.
School will use any additional funding awarded to provide a personalised and bespoke education plan for that child. Reviews of the impact of additional funding will be carried out regularly to ensure value for money and that outcomes are met.

If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the school's existing provision.

Additional funding may be used to:

- Provide an additional adult to plan and deliver bespoke learning within the class
- Run specific individual programs or small groups including your child.
- Pay for support from outside agencies.
- Provide resources not available within the school budget

Early Help Assessment (EHA)

If more than one agency is required to support a child (or if there are a range of needs within the family itself) an Early Help Assessment can be carried out with the consent of the family. The EHA is a simple way to help capture the needs of children and families in order to make a plan to meet those needs. Its purpose is to provide a coordinated response across agencies so that 'no-one misses out on the support they need.' After the EHA has been put in place regular 'Team Around the Family' meetings will be held in order to consistently monitor and evaluate the support in place. All agencies involved in supporting the child/family will be invited to attend these meetings.

KEY QUESTIONS ANSWERED

How are the staff in school supported to work with children with SEND and what training do they have?

The SENCO's job is to support the class teachers in planning and implementing the four part cycle for children with SEND. The SENCO holds the National Award for Special Educational Needs Co-ordination and Senior Lead for Mental Health accreditation.
The school responds to and seeks out training for all staff to improve teaching and the learning opportunities for children with SEND. This includes whole school and individual training on many areas of SEND. In school, we have a highly skilled and well qualified body of teaching assistants. We are a fully inclusive school and always seek to identify areas that we can improve still further. Please see Appendix 1 for overview of possible provisions and staff expertise.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met through the enabling and adaptation of the curriculum.
- Specially trained support staff can adapt the teachers' planning to support the needs for your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Pupil passport/profiles will set out personalised learning outcomes for each SEND child.

How will we evaluate provision and measure the progress your child is making in school?

- Your child's progress is continually monitored by his/her class teacher and moderated regularly within teams to ensure correct judgments are made.
- Children are assessed against the National Curriculum year group criteria for their own age group. Occasionally, it may be necessary to assess a child against the criteria from a lower year group if they are not yet attaining to the standards of their own group.
- Children with SEND may need their progress assessed in smaller steps and we use a range of techniques to do this e.g. Read Write Inc assessment / Sandwell Maths or Salford Reading assessments that give age related progress measures and standardised scores.
- Interventions are reviewed at the end of an agreed timescale based on the program. Progress through an intervention may be measured on a specific scale relevant to that intervention e.g reading age/book band/phonics check/staff, parent or pupil feedback.
- His/her progress is reviewed formally in school in our Pupil Progress meetings each term.
- Each child on the SEND register will have a termly (person centered) review meeting, at which parents and the children themselves (if appropriate) are invited to attend. Progress and provision are discussed, strengths are identified and short/long term desired outcomes set.
- The progress of children with an E.H.C.P is formally reviewed at an annual review including all adults involved with the child's education but targets are reviewed continually and adapted as necessary.

What support is available for improving the social, emotional and mental health (S.E.M.H) development of pupils with SEND?

- Excellent pastoral care from year group staffing teams.
- Whole class teaching of wellbeing, for example through the Friends Resilience program and P.S.H.E curriculum.
- Staff use a relational approach to support emotional wellbeing and a restorative behaviour policy is in place.
- Interventions to support social and emotional development such as Emotional Literacy/Talk About/Nurture groups or Lego Therapy
- 1:1 wellbeing support offered - tailored to need e.g CBT or self-esteem/anxiety coaching.
- Boxhall Profile emotional wellbeing assessments can be completed to measure the starting points/progress for children with S.E.M.H difficulties.
- Referrals to specialists are undertaken – for example Primary Mental Health or the Northumberland Emotional Wellbeing and Behaviour Team.

We are continually developing our offer of support for S.E.M.H and there is a specific section on the website where information can be found.

Who are the other people providing services to children with SEND in this school?

Following identification of a need it may be decided (in consultation with parents) that your child would benefit from further assessment or support through a referral to an outside professional because their need cannot be addressed solely through SEND provision. The SENCO would then discuss with you an appropriate referral and you will be asked for your consent before a referral is made.

Services outside school that we have access to include:

- Speech and Language Therapy
- Children's Services
- School Nurse
- Health visitor

- Early Help
- Occupational Therapy
- Sensory profiling specialists (e.g. Jigsaw Therapy)
- Physiotherapy
- Primary Mental Health
- CYPS (Children and Young Peoples' Services)
- Local authority support team services – (e.g. ASD teachers, Language and Communication Support teachers, Educational Phycologists)

Following a successful referral, a specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to better support them.
- Devising targets and programs of work to be delivered by school staff under the guidance of the outside professional e.g. a social skills group/reading programme
- A group or individual work with an outside professional.
- Referral onto another professional

Additional training is given to staff, if necessary, when further individual needs are identified.

How will equipment and facilities to support children and young people with SEND be secured?

School already has a range of equipment and good facilities to support children with SEND. Where additional resources are required these will be provided for where possible through either the school's SEND budget or through a successful additional funding application.

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

At Broomhaugh First we strongly believe in parents being fully involved in the decision-making process and being an inclusive party during meetings about their child.

- 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 SENCO and Senior Leaders are available to meet with you to discuss your child's progress or any concerns/ worries you may have.
- Each term, all SEN children will have a PCR (person centred review) meeting.
- Where an external agency is involved, all information will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Staff are able to 'signpost' to a range of external support agencies.
- If a high level of support is needed for a particular family, the SENCO will lead an EHA (early help assessment) for that family in which a comprehensive support package is put in place with the involvement of several agencies and regular TAF (Team Around The Family) meetings.

Northumberland Information, Advice and Support Service is a free, confidential and impartial service for children and young people (up to 25 years) with special educational needs or disabilities (SEND), and their parents and carers.

The information, advice and support provided by the service covers the full range of education, health and social care as defined in the SEND Code of Practice 2015. The service is run at 'arm's length' from the Local Authority.
The support the service can offer includes:

- Providing a listening ear and practical advice and support with understanding the SEND 'system'
- Information on a range of SEND topics.
- Support with preparing for meetings.
- Help with exploring the options for a child/young person's SEND provision.
- Signposting to other services and groups, including parent groups, youth forums and national helplines.
- Support for individual children, young people and their parents that empowers them to express their views and wishes and helps them to understand and exercise their rights in matters including SEN processes, exclusion, complaints and SEND appeals.
- Training for parents, children and young people, and professionals to increase their knowledge of SEND law, guidance, local policy, issues and participation.

The website for the service provides further details and can be accessed at northumberlandiass.org.uk.
The service operates on a self-referral service basis and can be contacted by phone on **01670 623555** or by email at **iass@northumberland.gov.uk**.

How is the school accessible to children with SEND? (please see our accessibility plan)

- Some of the building is already accessible to children with a physical disability.
- The needs of individuals are audited and adaptations will be implemented according to arising need.
- We ensure that equipment used is accessible to all children regardless of their needs
- The curriculum is adapted and enabled to make it accessible for all.
- Extra-curricular activities are accessible for children with SEND - appropriate support can be provided by the school if needed.

How will we support your child when they are leaving this school or moving on to another class?

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

If your child is moving to another school:

- We will contact the other school SENCO and ensure he/she knows about any special arrangements that need to be made for your child.
- We will make sure that all records about your child are passed on .
- Transfer visits may be arranged in collaboration with the other school.

- On transfer to Corbridge Middle School, a program for vulnerable children (The Change Detectives) is in place. This allows these children additional, small group transfer time in order for them to build up their confidence and create relationships with Middle School staff. In addition to this the Middle School SENCO is invited to the Summer review meeting for YR 4 SEND children to allow parents and children to ask any questions they may have.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All targets will be shared with the new teacher.
- The new teacher will attend any SEND meetings held in the Summer term.
- All children have an opportunity to spend a 'transfer day' with their new class teacher for September at the end of the summer term.
- Individual transition arrangements can be made for children who need a personalised approach. This may include additional visits to the new classroom and additional opportunities to build working relationships with the new staff team/cohort of children.

What do I do if I am unhappy about the provision my child receives?

If you have any concerns, please let us know. We want to work with you in the best interests of your child. If after discussion, you still feel unhappy, you can make an official complaint about the support being given. The complaints policy can be accessed from the school website or information can be collected from school. In addition, you may choose to contact the Northumberland Information, Advice and Support Service (as detailed above) for advice at this point.

If you like to speak to Miss Storey please contact her through the school office – phone number 01434 682374 or e-mail admin@broomhaugh.northumberland.sch.uk.

How will we support children with SEND and their families in the event of school closure?

We recognise that children with SEND may be more vulnerable during a closure period. In the event of lockdown/school closure we will discuss with parents/carers possible provision in school for our vulnerable learners

In the event that in school provision is not possible e.g. a SEND child is isolating we will:

- Make initial contact to discuss learning needs and access to learning.
- Provide specific home learning to meet the child's personal SEND outcomes.
- Work remotely with outside agencies to support learners and their families
- Maintain at least weekly phone contact – SENCO or class staff
- For children with an EHCP plan - complete a home learning risk assessment to ensure that we support families to meet outcomes as detailed in the child's EHCP.

For further information refer to the following school policies:
Admissions Policy
Complaints Policy
Equalities Information
Accessibility Plan

Behaviour Policy
Relational Policy
Inclusion strategy statement

Northumberland Local Offer

All children regardless of their race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding at Broomhaugh First School.

APPENDIX 1 – Example PROVISION MAP 2026- 2027

Area of Need	All pupils where appropriate Wave 1	Catch –Up Wave 2	SEND Wave 3
Cognition and Learning	Adapted and enabled curriculum planning, activities, delivery and outcome Increased visual aids / modelling etc Visual timetables Illustrated dictionaries Use of writing frames Access to word processor Targeted TA, in class support Forest school learning/CJ's curriculum	High frequency word games ICT phonics games Read Write Inc In class support from TA Targeted teaching group provision Multi-sensory spelling practice groups Peer Tutor Program Breaking Barriers Maths Group pre-teaching	Intense literacy support 1:1 Read Write Inc Additional individual reading 1:1 personal target tutoring Personalised pre-teaching Implementation of personal programs from SEND specialists.
Communication and Interaction (ASD)	Adapted and enabled curriculum planning, activities, delivery e.g. simplified language Increased visual aids / modelling etc Visual timetables Use of symbols / non-verbal communication Structured school and class routines Targeted TA, in class support Peer Massage Forest School learning/CJ's curriculum	Talk Boost In class support with focus on supporting speech and language Peer Tutor Program Emotional Literacy Lego Therapy TALK About Theraplay	Speech and Language support – personal program delivery Work station provision ASD Teacher support Language and Communication services support NHS speech and language support
Social, Emotional and Mental Health *Please see also SEMH support map.*	Whole school behaviour policy –relational approach Whole school / class code of conduct Class reward systems Circle Time Special person Targeted TA, in class support Peer Massage Friends Resilience curriculum Zones of Regulation	Small group Circle Time (as appropriate) Social Skills group training Peer Tutor Program Emotional Literacy Lego Therapy TALK About Theraplay	Individual motivation systems Home/school diary Peer mentoring (as appropriate) 1:1 mentoring – anxiety/CBT/self esteem e.t.c Circle of Friends Primary mental health NHS – mental health services (CYPS) School Nurse Behaviour support services Educational Phycology services Boxhall Profile – personal profile.
Sensory and Physical	Staff aware of implications of physical impairment Therapeutic classroom principals – movement breaks/lap trays/visual noise e.t.c Peer Massage / Activ8 Yoga	Brain gym exercises Handwriting intervention Sensory interventions e.g fine motor skills Sensory aids e.g. wobble cushion/TheraBand/fidget toys/bluetac	Individual support in class during PE / play time 1:1 Sensory Diet Occupational/Physio Therapy Support School Nurse Therapeeze– OT profiling