



Broadacre Primary School SEND Information Report

Date: 03.11.2021

At Broadacre Primary School, we value all children equally whatever the differences in their abilities or behaviours and believe that every child matters. We cherish this diversity and recognise the benefits to everyone in having an inclusive education system. At Broadacre Primary School, we ensure all pupils, regardless of their specific needs, are supported to make the best possible progress. We believe that pupils with SEND and their parent/carers should be at the heart of planning and decision making. We aspire to the HET vision of a person-centred approach. We aim to provide opportunities for pupils with SEND and their parent/carers to play an active role in planning their provision in accordance with the SEND Code of Practice 2014.

School Information:

SENDCO Mrs Caroline Elliott

Telephone: 01482 833033 email: admin@broadacre.het.academy

What kinds of special educational needs are provided for in the school?

Broadacre Primary School currently supports children with a range of special educational needs and disabilities (SEND). The Code of Practice 2014 describes four broad areas of SEND:

Communication and Interaction: including Speech, Language and Communication needs (SLCN) and Autism Spectrum Condition (ASC)

Cognition and Learning: including Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.

Social, mental and emotional health: including Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), as well as other issues that are rooted in mental health.

Sensory and/or physical needs: including a range of Physical Difficulties (PD) as well as Hearing Impairment (HI), Visual Impairment (VI) and Multisensory Impairment (MSI).

The school has direct experience of supporting children with SEND and disabilities covering all 4 broad areas of need.

Broadacre Primary school is supportive of the development of the local offer and of services for pupils with SEND locally.

How does the school identify children and young people with SEND and how are their needs assessed?

The school is committed to the early identification and support of all pupils. The school has a clearly defined graduated response. Concerns about progress may be raised at any time by class teachers and/or parents.

High quality teaching and differentiated activities for individual pupils is the first step in meeting the needs of pupils who have or may have SEND. Some pupils may continue to make limited progress despite quality first teaching and/or targeted intervention. At this stage, it is appropriate to consider the possibility that a pupil might have special needs. The SEND Code of Practice 2014 recommends a range of sources of information that teachers can draw upon to establish a clear understanding of a pupil's needs including observations and assessments.

Referrals may be made by teaching staff, including information from observations, including learning walks. Referrals may also include those from parents and from self-referral of pupils.

Arrangements are in place to identify and review pupils' needs on a regular basis. These assessments are reviewed following an 'assess-plan-do-review' model, to ensure support is graduated and matched to the need of the pupil. Barriers to learning are identified and a clear picture of the support needs of the child is formed. In some cases, where a child's needs may be described as 'complex', an Education, Health and Care plan would be sought.

The professional judgement of practitioners in the school, alongside the views and wishes of pupils and parents, plays an important role in the assessment and review of pupils' needs. Where required, we liaise with other professionals including speech and language therapy, educational psychologists, physiotherapists, occupational therapists, IPASS and further services to provide additional assessment information.

Further information about the ways we do this can be found in our Special Educational Needs and Disability (SEND) Policy which can be found on the school website. Paper copies are also available on request from the school office. Other policies which describe our regulatory responsibilities include:

Accessibility Plan

Admissions Arrangements

Safeguarding and Child Protection policy and procedures

Complaints procedures

Early Years Foundation Stage

Equality Information

Data Protection

Health & Safety

Home-school agreement document

Behaviour

Sex & Relationships Education

Supporting Children with Medical Conditions

Government guidance about SEND can be found on the DfE Website: www.gov.uk/government/organisations/department-for-education

Guidance on supporting pupils at school with medical conditions: <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Equality Act, Advice for schools:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Equality and Human Rights Commission guidance on Reasonable adjustments: <https://www.equalityhumanrights.com/en/publicationdownload/reasonable-adjustments-disabled-pupils>

For further information parents should also reference the SEN Code of Practice, in particular Sections 6 (Schools) and 9 (Education, Health and Care Plans)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

What arrangements do you have for consulting with parents of children with SEND and involving them in their child's education?

Broadacre recognises the significant contribution parents/carers can make to the education of their child and as such the school seeks to work in full partnership with parents. We aim to keep parents fully informed and involved during their child's time at Broadacre. We take into account the wishes, feelings and knowledge of parents/carers and encourage them to make an active contribution in their child's education and in identifying outcomes that will make a difference to them and their child.

Ensuring parents' views of key areas for development is of significant importance to the person-centred planning process. Broadacre seeks to gain the views of parents of pupils in school and is committed to supporting parents in planning for outcomes. The school works alongside parent partnership organisations to support this aim.

The class teacher is the key person to support parents/carers. If a parent/carer has information or concerns they wish to share about their child we encourage parents/carers to share this with their child's class teacher first. We hold Pupil Centred Planning meetings for pupils going through the EHCP process and support parents through their contributions to this process. We also meet parents and professionals for EHCP Annual Reviews and seek their views and feelings about their child's progress over the course of the previous year.

What arrangements do you have in place in your school to consult with young people with SEND and how do you involve them in their education?

Ensuring pupils' representation is of significant importance to the person-centred planning process we follow here at Broadacre. The views of pupils are sought routinely and at regular intervals to ensure that a pupil's voice is heard in decisions relating to them. This can take the form of:

Termly SEND review meeting with the SENDCO and conversations around pupil progress, achievements and next steps

One page profiles are used to gather information about pupils, parents, support and medical needs

Individual Educational Plan targets are discussed with the pupils

Pupils regularly have time to talk with their teacher, look through their books and discuss their strengths, progress and areas of need. Pupils are asked what support they feel they need to move their learning forward.

The school places significant importance on pupils' capacity to communicate in order to stay safe, express their views and understand information.

What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes?

The identification and delivery of work and support towards outcomes is of paramount importance in ensuring success for children and young people. Arrangements are in place for assessing and reviewing children and young people's progress towards outcomes. This includes opportunities to work with parents and young people as part of this assessment and review. This assessment is reviewed regularly, which helps ensure that support is matched to need, barriers to learning are identified and that a clear picture of the interventions is put in place.

Packages of interventions and support are reviewed routinely, on a termly basis, through the Individual Education Plan (IEP) process. Education, Health and Care plans are reviewed annually.

School staff keep parent/carers up to date on their child's progress and outcomes in a number of ways:-

Liaison with the class/form teacher informally

Copies of their child's Individual Education Plan (IEP)

Informally through home school books

Formal review of their child's progress with class teacher

During meetings/discussions, a 'person centred approach' allows for professionals and parents/carers to contribute towards reviewing the effectiveness of provision in place for the child. Following this, decisions can be made regarding next steps.

THE GRADUATED APPROACH:

Where a pupil is identified as having SEND, we will put special educational provision in place. This SEND support follows a four-part cycle (assess, plan, do, review) through which earlier actions and decisions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

Class teachers retain responsibility and accountability for the progress, attainment and development of all pupils in their classes, including those pupils who access support from a teaching assistant or specialist teacher. Wherever there are concerns about a pupil's progress, class teachers should consult with parents/carers about these and the measures being taken to address them.

Quality first teaching, and differentiated activities for individual pupils, is the first step in meeting the needs of pupils who have or may have SEND. Senior leaders at Broadacre Primary School continually monitor and evaluate the quality of teaching and learning for all pupils, including those at risk of underachievement and/or with SEND. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the types of special educational needs most frequently encountered.

The school has systems for tracking and monitoring the progress of individual pupils to provide class teachers with timely information about those not making expected progress. At this stage, teachers will need to consider whether to modify their teaching or provide targeted intervention in order to enable pupils to 'close the gap' with their peers. Pupils are closely monitored for one term to see if progress improves. Some pupils may continue to make limited progress despite quality first teaching and/or targeted intervention. At this stage, it is appropriate to consider the possibility that a pupil might have SEND. Early identification of SEND is essential in ensuring positive outcomes for pupils.

What are the arrangements for supporting children and young people in moving between phases of education and preparing for adulthood?

Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

Primary-Secondary Transition

Where a child has an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to transition to secondary school. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools to help make an informed choice. The Local Authority SEND team will administer the process following any request by the parent.

Transition to secondary school for vulnerable pupils is planned carefully and might include additional visits, use of social stories, transition books, communication passports and / or transition meetings to support new pupils. Early admittance policies are also being used by some secondary providers to help children to settle earlier into new routines.

All children with an Education Health Care Plan, must have their secondary transfer placement confirmed by 15th February in Year 6.

Transition within the school

Vulnerable pupils are supported through transition between classes and key stages. Support might include additional visits, use of social stories, transition books, communication passports and / or transition meetings.

What is your School's approach to teaching children and young people with SEND?

Pupils are in the first instance supported through 'Quality First Teaching' within their age appropriate year group.

Pupils are given an Individual Education Plan (IEP) that aims to close gaps in basic skills for both English and mathematical development and may include outcomes to develop social skills and learning behaviour. Teachers are responsible for updating Individual Education Plans and setting the next steps on their learning journey. Pupils requiring an IEP will be given additional support within the classroom during English and mathematics sessions and or when needed; for example: during PE sessions if a pupil has a physical disability.

All pupils' outcomes in their IEPs are addressed daily or when appropriate depending on the nature of the outcome. Some pupils are withdrawn for additional specific learning programmes such as the Nessy intervention (specifically for pupils with dyslexia or dyslexic tendencies, Speech and Language programmes (overseen by NHS SALT), Phonological Awareness training (developing early phonological skills), 1:1 reading intervention, small group mathematical instruction, reading and Inference training, as well as delivering any physiotherapy or physical intervention support; such as finger strength development or chewing/mouth strengthening support, wheelchair skills development and fine motor skills development. Pupils receiving Pupil Premium funding may also receive targeted, specific interventions.

Some pupils also require support within the classroom for specific learning difficulties. All pupils follow the Graduated Approach and where a pupil isn't making the expected progress on the outcomes in their IEP over two terms, it may be considered appropriate to start an Education, Health and Care Needs Assessment Request (EHCNAR).

This might lead to an EHC Plan if the Education, Health and Care Needs Assessment Request (EHCNAR) is showing an increasing level of need to support a pupil to make expected progress. EHC Plans are reviewed annually with the pupil, parents and professionals to ensure progress is being made towards outcomes. Pupils with a plan are given support dependent on their level of need. All pupils receive additional top up time from the school budget to ensure all Literacy and Mathematic lessons are supported and PE sessions (for pupils with a physical disability) and lunchtime support is given for several pupils.

Pupils with a physical disability are given physiotherapy (if needed) on a daily basis and are overseen by the appropriate physical intervention services. The SENDCO is responsible for ensuring all physiotherapy sessions are carried out.

How are adaptations made to the curriculum and the learning environment of children and young people with SEND?

The curriculum is adapted for pupils when necessary, either through support, differentiated learning challenges, adaptations to furniture (e.g. toilet blocks, handrails, sensor tap, writing slopes, foot blocks for the classroom, quiet learning zones for children with ASC who need time away from the classroom). Pupils with dyslexia or other reading/writing diagnosed conditions will be provided with reading and writing overlays, as needed, and teachers will be made aware that they may need to sit with their backs to windows with the blinds closed in order to reduce the glare from the sunlight. When required, some pupils with identified Dyslexia will also follow a specialist intervention programme.

Learning environments are assessed yearly for ease of access and appropriateness for pupils with physical disabilities and or learning disabilities – environments are adapted as far as possible without taking away from the school environment policy – if environments are deemed unsafe, due to physical disabilities, then they will be adapted.

All pupils who are visually impaired will have access to larger print materials. The school work closely with IPASS to provide the necessary learning materials.

Access to and from the school/classroom is reviewed yearly with the help of IPASS – access is adapted when and where needed.

At times, some children may require additional support from the school's Emotional Literacy Support Assistant (ELSA). Children needing this specialised support will be given a personalised plan and have regular check-ins and time to talk about their feelings/behaviour and personalised situations.

What expertise and staff training is in place to support children and young people with SEND?

Broadacre has a policy of continuous professional development for all staff, including teachers and teaching assistants. This includes training on special educational needs. The staff will receive training 'in house' and from outside agencies, where appropriate, during the school year. Where pupils require specialist expertise, this is secured by referral to outside agencies and by school staff accessing specialist training.

How is the effectiveness of the provision made for children and young people with SEND evaluated?

Broadacre is an inclusive school and takes action to remove barriers to learning, making reasonable adjustments, wherever possible. Teachers take account of a child's special educational needs and make provision where necessary to support individual or groups of children and thus enable them to participate effectively in curriculum activities.

The effectiveness of a child's provision is discussed in relation to progress against pupil outcomes and will be discussed in line with the views and wishes of children and parents. Parents are invited into school to hold these discussions twice a year.

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

Broadacre Primary School is an inclusive school. All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is a successful and discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending on the child's individual needs. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised.

A variety of clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible. We provide support for children during lunchtimes by offering an indoor provision for children who find the playground overwhelming.

What support is in place for improving emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying?

At times, some children may require additional support from the school's Emotional Literacy Support Assistant (ELSA). Children needing this specialised support will be given a personalised plan and have regular check-ins and time to talk about their feelings/behaviour and personalised situations.

HET recognises that pupils with SEND are more susceptible to bullying. Behaviour and anti-bullying policies in the school take account of this.

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 SEND and supporting their families?

The school operates a graduated response based upon a plan-do-review model. Where possible school staff draw upon their knowledge of the child to make reasonable adjustments. Sometimes pupils require significant changes to their provision and/or additional interventions. There are occasions when the school require further expertise and guidance and use the following local support services on a needs-led basis (this list is not exhaustive):

- Educational Psychologists
- Speech and Language Therapists
- CAHMS (including CTLD: nursing team for children with learning difficulties)
- Public Health Nursing Team
- National Autism Society
- Northcott Autistic Spectrum Disorder Outreach Service
- Pupil Referral Unit – Support for pupils with behavioural difficulties
- Social Care and Early Help
- IPaSS – Integrated Physical and Sensory Service (Visual/Hearing/Physical)
- Social Care Teams
- Children's Centres

- Kids – Parent Partnership
- Sensory Integration Therapists
- Physiotherapists
- Occupational Therapists

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school.

If parents/carers are concerned about the progress or provision of their child, they can contact the class teacher, SENDCo, SEND Governor, Head of School or the Executive Head by email admin@broadacre.het.academy or by making an appointment through the school office.

The Hull Local Offer

The Hull Local offer can viewed at <http://hull.mylocaloffer.org/s4s/WhereILive/Council?pageld=3018&lockLA=True>

Useful Websites



<http://www.parentsforinclusion.org/>



Bringing Families Together
OFFERING FRIENDSHIP & SUPPORT

<http://www.specialkidsintheuk.org/>



<http://www.scope.org.uk/support/families/parents-carers>



<http://www.councilfordisabledchildren.org.uk/>



<http://www.youngminds.org.uk/>



<http://www.nasen.org.uk/>



<http://www.ipsea.org.uk/>



<http://www.parentsforinclusion.org/>



<http://www.bibic.org.uk/>



<http://www.ican.org.uk/>



<https://www.gov.uk/children-with->



<http://www.dyspraxiafoundation.org.uk/>



<http://www.dyslexiasparks.org.uk/>

