

Broadlands Primary School Local Offer: How we define Special Educational Needs (SEN)

We consider children to have special educational needs if they have difficulties that are additional to, and different from the majority of their peers of the same age.

We do not consider children as having a learning difficulty solely because they have English as an additional language (EAL), although we recognise that pupils with EAL may also have SEND.

How do we identify SEN?

- A concern may be raised by the parent/carer, teacher or the child.
- A pupil may have a diagnosis given by another professional (e.g. a paediatrician).
- We continually monitor pupils' progress and limited or slow progress will be recognised by the class teacher or SENCo as potentially identifying SEN.

What should I do if I think my child has SEN?

- The first point of contact should be with the child's class teacher. If a concern is raised about a pupils' progress, discussions will take place between the class teacher, parent and SENCo. The pupil will be monitored, and possible support strategies put in place.
- You may also wish to contact the school SENCo, Ms Rachel Sayer by making an appointment through the school office or telephoning her directly on 01432 266772, or by e-mailing on rsayer@aylestone.hereford.sch.uk

How will I know my child is being supported

At Broadlands Primary School, we take a graduated approach to supporting all children.

The Graduated Approach Stage 1 – Quality First Teaching:

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- If a concern is raised about a pupils' progress, discussions should take place between the class teacher, parent and SENCo. The pupil will be monitored, and possible support strategies put in place.
- Pupil Progress Meetings are used to monitor and assess the progress being made by pupils.

Stage 2:

- This recognises pupils who are identified as requiring additional and different help to that which has been provided at Stage 1.
- Pupils become Stage 2 if they have been assessed as being consistently significantly behind their expected level.

At this stage the SENCo will seek consent from parents to assess a pupil, or refer to an external agency, to ascertain what the specific barriers to learning may be.

- Pupils will now be placed on the SEN Register, and discussions will be had about the specific provision that will be made.
- The SEN register will detail interventions that are being carried out across the school.
- Progress of the interventions and the effectiveness of the provision and the progress of the pupils is monitored

Stage 3:

- When a pupil has been identified as having SEN, and steps have been taken for provision under Stages 1 and 2 but the pupil has not progressed as expected, the school will consider taking steps under Stage 3.
- This may involve further consultation with external agencies who will make their own assessments of the pupil and provide support in the planning of extended provision and continued support.
- The SENCo will be responsible for monitoring that the advice of external agencies is being followed, and will liaise with the agencies when required.

How will I know how my child is getting on?

- We pride ourselves on the good relationships we build between parents, carers and other professionals in working together to meet the needs of the child.

What is an Education, Health and Care Plan?

- If a pupil has lifelong or significant difficulties, the School, family and/or other stakeholders may request a statutory assessment from the Local Authority, with a view to receiving an 'Education, Health and Care Plan'
- Further specialist provision may be put in place.
- The SENCo will be responsible for monitoring the provision, and for preparing the annual review that will take place for these pupils on a yearly basis.

How will transitions from one class to another be managed?

- The SENCo is responsible for working with the class teacher to manage all transitions for pupils with SEN.
- Carefully planned transitions take place between year groups at the end of every school year.
- For pupils with very specific needs, the SENCo will arrange to meet with the parents, teachers and any support staff involved with the child.
- Training will be arranged for staff who will be working with specific needs, especially medical ones.
- The SENCo will be involved with the transition process of SEN pupils to High School.
- For in-year transitions, the SENCo will be part of the transition discussions, and may assess the current ability of new pupils to the school.

School Entitlement Offer – the categories of need and how we implement appropriate provision.

1. Pupils with additional needs

Communication and Interaction

Autistic Spectrum Disorder (ASD)
Speech, Language and Communication Needs (SLCN)

- Consultation with specialists
- IEPs
- Small group interventions, such as Talk Boost and Teaching Talking
- 1:1 support assistant (ASD)
- Provision of CPD for staff

		<ul style="list-style-type: none"> <input type="checkbox"/> Nurturing ethos to maintain self-esteem <input type="checkbox"/> Individual visual timetables
Cognition and Learning	<p>Cognitive Ability: Moderate Learning Needs (MLD) Severe Learning Difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD) Specific Learning Difficulties (SpLD)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Individual targets <input type="checkbox"/> Provision of CPD for staff <input type="checkbox"/> Consultation with specialists <input type="checkbox"/> Differentiated curriculum to meet education needs <input type="checkbox"/> Nurturing ethos to maintain self-esteem <input type="checkbox"/> Intervention programmes specific to needs, e.g. Read, Write, Inc, <input type="checkbox"/> intervention groups
Social, Emotional and Mental Health	<p>Emotional Well Being Social Behaviour Learning Behaviour (SEM)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Learning Mentor support <input type="checkbox"/> Social Skills interventions
Sensory and/or Physical	<p>Hearing Impairment (HI) Visual Impairment (VI) Physical / Health / Medical (PD)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Local Authority Inclusion Team – advice on adaptations to be made, and resources/equipment that is required eg soundfield system <input type="checkbox"/> Access to Physiotherapists and Occupational Therapists on an individual basis (through referrals) <input type="checkbox"/> VI and HI specialist teachers visit pupils and provide advice to the school <input type="checkbox"/> Specialist equipment provided <input type="checkbox"/> CPD arranged for staff