

## SEND Information Report – 2026/27

### How we identify individual special educational learning needs

- ❖ When pupils have identified SEND, before they join Broadlands Primary, we work very closely with the people who already know them and use the information already available to identify what their SEND will be in our school setting. The child's class teacher is the first point of contact for parents who may think that their child has developed additional needs. Following on from the parent teacher consultation, the class teacher may liaise with the Special Educational Needs Co-ordinator (SENDCO), Miss. S. Fox, for further advice and guidance. We will share with you and agree with you what we will do next and what you can do to help your child. Possible outcomes could include further assessments and investigations or interventions put in place.
- ❖ If you tell us you think your child has a SEND we will discuss this with you and assess your child accordingly. Often these assessments will be carried out by the school, sometimes school seeks advice from more specialised services such as Educational Psychologist – we always share with you our findings and the next steps we need to take.
- ❖ If teachers feel that your child has a SEND, this may be because they are not making the same progress as other pupils or they may not be able to follow instructions or answer questions. We will begin the Graduated Approach and record our initial concerns. We will observe them; we will assess their understanding of what we are doing in school and use tests to pinpoint what is causing difficulty (what is happening and why). If school become concerned about your child you will be contacted immediately by their class teacher or the school's SENDCO.
- ❖ The provision for children and young people with SEND in Broadlands Primary School is monitored and evaluated by the SENDCO through the use of data, Pupil Progress Meetings, reviews and work with other agencies. The shared discussions will highlight what further support or intervention may be needed to increase progress and enable the child to meet their fullest potential.
- ❖ The Governors at Broadlands Primary are responsible for the overseeing of all policies and procedures in relation to SEND in school.

### How we involve pupils and their parents/carers in identifying SEND and planning to meet the children's needs

- ❖ We are child and family centred so you can expect "no decision about me, without me"
- ❖ When we assess SEND we will discuss with you if understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way and supporting them in making progress
- ❖ Where appropriate we will write and review individual targets with pupils and parents/carers, a copy will always be available for you
- ❖ We use homework to repeat and practice activities that are new and presenting a challenge to a pupil. If you have any concerns about homework please see your child's class teacher
- ❖ During meetings, we take into consideration both the views of the parents and of the child. Your child's view is valued and plays a vital part of the process.

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- ❖ Children with Education, Health Care Plans or Statements have an annual review to look at how they are progressing and to review and amend the support and provision in the plan as appropriate.

### How we adapt the curriculum so that we meet SEND

- ❖ All children at Broadlands Primary School benefit from a range of teaching and learning styles; an adapted curriculum, a range of differentiated learning materials (for relearning and challenge), assessment procedures that emphasise pupils' strengths and achievements, intervention programmes, access to ICT, booster classes and a broad range of extra-curricular activities.
- ❖ We believe it is important for children to develop relationships with a number of adults across the school and ensure all staff understand a child's SEND. Our curriculum is based on the National Curriculum and includes all the mainstream subject areas but has been adapted by staff to enable all pupils to access each subject in a meaningful and purposeful way. Access to the curriculum is important therefore a wide variety of intervention and resources are used; these include: Power of One and Power of Two, reading comprehension groups (READING), Handwriting intervention (WRITING), Social Stories (RSHE and Language Communication), Speech and language groups, ELSA, Literacy Gold and the IDL Cloud.
- ❖ All our staff are trained to make materials and 'work' more accessible or more challenging, so that every child is able to learn at their level.
- ❖ We use additional schemes/materials so that we have something at the right level for pupils with SEND.
- ❖ Broadlands' Family Support worker is very supportive with an excellent knowledge of how to support our children and their families.
- ❖ The school's Family Support Worker supports many pupils through small group sessions or 1:1 support. She is our lead practitioner for mental health and well-being across school.
- ❖ We liaise with the School's Nursing Team regularly.

### How we modify teaching approaches

- ❖ Considerable thought, planning and preparation goes into utilising our support staff, to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. At Broadlands, we offer many different forms of additional provision. This can include in-class support; small group work, access to specific resources; mentoring; and a wide range of outside agencies. Additional provision is overseen by the school's SENDCO and is designed and implemented by teachers alongside SEND Teaching Assistants. As with individual targets, the most important point is this: additional support depends on the needs of the whole child.
- ❖ For many children, outcomes will be connected to learning and will often be specifically linked to English and Maths. For other children, they may be to do with social interaction, communicating with children and adults, emotional difficulties, overcoming physical issues

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etc. The most important point is that outcomes sought depend on the needs of the individual child.

- ❖ All our staff are trained in a variety of approaches, which means that we are able to adapt to a range of SEND:- specific learning difficulties (including dyslexia); Autistic Spectrum Condition; speech, language and communication needs; and behavioural, social and emotional difficulties
- ❖ We are equipped for children with dyslexia and as a school, are working to reduce the cognitive load on children within our classrooms.
- ❖ We use a number of approaches to teaching, tailored for all pupils.
- ❖ We are a very inclusive school. Wherever possible children are taught alongside their peers in clear differentiated groups. Teachers adapt their teaching constantly in order to cater for their pupils' needs.

### **How we assess pupil progress towards the outcomes we have targeted for pupils. How we review this progress so that pupils stay on track to make at least good progress. (including how we involve pupils and their parents/carers)**

- ❖ We use P scales and PIVATS to assess progress that is in smaller steps and at a slower pace than the usual national curriculum when appropriate.
- ❖ We regularly use staff meetings to get all teachers to assess an anonymous piece of work to check our judgements are correct (moderating)
- ❖ We regularly meet with other local schools as part of a collaborative group, to moderate work and review our judgements. We also share good practice and provision.
- ❖ We use nationally agreed guidelines on progress to check that we are reaching certain standards.
- ❖ We check how well a pupil understands and makes progress in each lesson.
- ❖ Our senior leadership team check the progress of pupils every half term, more often if there is a concern, and we discuss what we are doing to make sure pupils make good progress and how we can help further.
- ❖ For pupils with SEND, teachers discuss progress with parents every term or more often if we believe this will help. Individual targets are updated on a half termly basis or more regularly if required.

### **What equipment or resources we use to give extra support**

- ❖ We use workstations; picture timetables; Now and Next cards; sensory areas; therapy sessions; brain breaks; individual behaviour charts; support for communication; countdown timers for pupils who need it.
- ❖ We seek advice and equipment from outside agencies as and when the need arises.
- ❖ We use iPad Apps for pupils with communication difficulties.
- ❖ We use a range of software on our school learning platform/website to help pupils engage with subjects they find difficult; practice basic skills; become independent learners.
- ❖ Many children also use the IDL cloud to help to improve spelling, grammar and maths skills.
- ❖ Many children in KS2 use Literacy Gold to improve spelling, reading fluency and reading comprehension.

### **What extra support we bring in to help us meet SEND: services, expertise How we work together collaboratively**

- ❖ Senior leaders, teachers and teaching assistants are highly skilled in meeting the individual learning, behaviour and social needs of our children. However, we also have good working relationships with a range of external support services and welcome opportunities to work collaboratively to gain the best outcomes for our children.

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- ❖ We have support from specialist teachers/support staff for accessing the curriculum and extra work on SEND related needs (speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties; autism)
- ❖ We get support from local authority services.
- ❖ We get support from speech and language therapy (SaLT) to train our staff; advise on strategies and programmes; we refer pupils for assessment if we believe they need a period of therapy.
- ❖ We get support from occupational therapy for pupils who need assessment for special adaptations and equipment.
- ❖ Together we review the pupil's progress:
  - We agree what everyone will do to make teaching more effective, learning easier and our targets for the pupil's achievement.
  - How we will work together and what we will each do.
  - At an agreed date we will review how well the pupil is doing and if we are making difference, and what we need to do next.
  - We always include the pupil and the parent in these discussions.

### What other activities are available for pupils with SEND in addition to the curriculum

- ❖ We have a number of before and after school activities such as: fitness, rounders, football, film club, TTRS club and much more. Pupils with SEND are always included.
- ❖ We have regular educational visits and residential visits. Pupils with SEND are always included in these. We provide staff to support their full involvement. We choose visits that are accessible to all.

### How we support pupils in their transition into our school and when they leave us

- ❖ We liaise very closely with our local secondary schools to ensure that the transition from Broadlands Primary School to secondary is as smooth as possible. This often includes extra visits to their chosen high school and meetings to discuss individual needs.
- ❖ For children who are new to the school we encourage pupils and their parents to take time to visit the school before they start.
- ❖ Children who start in the Reception and Nursery class are invited into school at least twice before they begin in September. Staff work very closely with nurseries to ensure smooth transitions occur. We visit children in their feeder placements and at home before they begin at our school.
- ❖ In the Summer term, a weekly stay and play session is available for pupils starting in Nursery.
- ❖ Area SENDCOs and Health Visitors are invited into school to discuss any key issues.
- ❖ For children moving on to secondary school our SENDCO contacts the secondary school's SENCO and a meeting is arranged to discuss transition arrangements. Children will get an opportunity to spend a day at their new school and additional visits are organised if they are required. Relevant paperwork is guaranteed to be passed on and the new school is made aware of any special requirements both educationally and pastorally.

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### How additional funding works

- ❖ Schools receive funding for all SEND pupils and they provide what pupils need from this (including equipment). The local authority may contribute to very expensive items.

If a pupil's Education, Health Care Plan identifies something that is significantly different to what is usually available, there will be additional funding allocated.

### Where pupils can get extra support

- ❖ On a daily basis the class teacher determines the level of support for individual children within the class. When children whose SEND circumstances or health requirements indicate that additional support may be required, discussions are held between the class teacher and the SENDCO to determine what this may be. Typically, this support continues to be provided in the classroom, but may be targeted at specific times. If evidence suggests that even higher levels of support or funding may be beneficial, this is agreed by the Headteacher and SENDCO with parental consultation and contribution. If further application for funding and support is deemed necessary, a request for an EHC needs assessment will be made by the SENDCO and parents/carers/young person working in partnership.
- ❖ Your views are valuable to us and it is important that we listen to them and that you are satisfied with what happens.
- ❖ The school will always welcome parents into school and encourage them to discuss any issues however small they feel they are.
- ❖ Broadland's Family support worker is available to work with families five days a week.

### Where parents/carers can get extra support

- ❖ There are a number of parent support groups available. Please come into school and discuss with our Family Support Officer.

### What to do if you are not satisfied with a decision or what is happening (for parents)

- ❖ Your first point of contact is always the person responsible – this may be the class teacher or the SENDCO. Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the Headteacher and the school governors representative.
- ❖ If you do not feel the issues have been resolved, we will meet with the staff involved and draw up a plan of action together.
- ❖ If your concern is with the local authority, they will follow a similar path.
- ❖ The local authority has a panel of senior managers who consider unresolved issues – we call this the Escalation and Resolution Panel. They will offer you an independent mediator if you are still not satisfied. This person will act as a mediator in a meeting with the person you need to reach an agreement with
- ❖ SENDiass provide independent information and advice.

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