

Broadlands SEND information report Local Offer 2015-16,

1. What kinds of SEND do we provide for, including our admissions criteria?

- We are a mainstream primary school for children
- We provide support for all types of AEN and Disabilities, and one of our students currently has a statement of SEN which will change to EHCP over time
- Our site is accessible and rated on the Local Authorities website.
- We provide support for all of the 4 main areas of SEND.
- All students whose statement of special educational needs (SEN) or Education, Health and Care (EHC) plan names the school is admitted.
- The highest priority to looked after children and previously looked after children.
- Our admissions policy does not discriminate in any way against disadvantaged or disabled students or those with Special Educational Needs.

2. What is our policy for identifying children and young people with SEND and assessing their needs, and who is the SENCO?

- Our SEND policy is available on our website, and sets out clearly what our process for assessing needs are. It is the role of teachers, supported by the SENCO/LSCo, to assess the needs of the pupils in the classroom, and to identify those who may need further support because of a learning difficulty or disability.

This will routinely be done through regular on-going in class assessments, and review of interim progress checks, but may involve more specialised assessment from specialist outside agencies.

- One of our students has a Statement of Educational Need, which clearly set out the needs of the young person, and which will change to an EHCP over time
- Ms Rachel Sayer(Federation LSCo) fulfils the SENCO role at Broadlands with support from Mrs Alderton (Federation SENCO) Ms Sayer can be contacted by phone on 01432 266772 , or 01432 357371 or by email rsayer@aylestone.hereford.sch.uk

3. How do we consult with parents of children with SEND and involve them in their child's education?

- Parents get regular reports from the school regarding students' effort, attainment, progress and behaviour for learning as well as subject specific targets.
- There are opportunities for face to face meetings three times a year at parents' evenings or SEND reviews to meet with the class teachers and the SENCO .
- Parents are free to contact the school at any time, either by phone, or by email to have a conversation about their child's progress in school or concerns regarding SEND.

4. How do we consult with young people with SEND and involve them in their education?

- Pupil's views are taken into account when organising support for their needs.

- We have an open door policy where pupils can share their concerns with their class teacher, the learning support staff and the SENCo.

5. How do we assess and review children and young people's progress towards outcomes?

- Class teachers regularly assess pupil's progress as part of their normal practice.
- We complete reports regularly through the year for all our pupils, and this information is sent home to parents or is available electronically. We look at pupils' behaviour, progress, attainment and contribution to school life
- The data generated by these reports is scrutinised by the class teacher, members of the SLT and the SENCO after each reporting cycle and those with less than expected progress are highlighted and appropriate support or advice is put in place.
- Those pupils receiving specific SEND support have their progress tracked and monitored by the learning support staff.
- We try to use our normal school assessment processes as much as possible so as not to overburden our young people with too many assessments.

6. How do we support children and young people in moving between Primary School and Secondary School?

- Additional visits are in place for pupils with SEND to develop a smooth transition.
- Staff from the students' new schools are invited to key meetings and reviews.
- There are well planned programmes of transition activities. This includes a summer school (Year 6-7) from Primary school to Secondary school.

7. What is our approach to teaching children and young people with SEND?

- We want everyone in our school to make excellent progress, and to achieve the very best that they can, in all aspects of their all-round education, regardless of any Special Educational Needs or Disabilities that they may have. We have high aspirations for all of our pupils.
- This means that there is complete equality of opportunity in the curriculum that is offered to pupils.
- We believe that high quality teaching will ensure high quality outcomes for pupils, so it is essential that pupils with SEND have access to the same high quality teaching as everyone else in the school.
- It also means that we work really hard with pupils with SEND to put in place extra provisions to ensure the best possible outcomes for them, and to remove any barriers to learning that they may be facing. These may include barriers related to the pupils themselves, and also those in the learning environment.

8. How have we adapted the curriculum and the learning environment of children and young people with SEND? What additional support for learning is available to those with SEND?

- The curriculum is broad and varied, and there is a flexible approach taken to meet the needs of pupils.
- Lessons are differentiated to allow students of all abilities to access the curriculum.
- The site is accessible (see our accessibility plan on the website).
- We deliver specialist bespoke interventions to support the range of individual students

needs. This may take place in a session or group where the student is withdrawn from the class, or may be delivered within the classroom. It includes but is not limited to:

- Nessy (a phonics programme),
- Alpha to Omega (a phonics programme),
- Handwriting tuition using the programme Write from the Start,
- Memory development ,
- Spelling groups,
- Literacy groups,
- Success with Sentences
- Numeracy groups
- EAL conversational English support and Study Buddies,
- EAL academic English support,
- Reading Buddies,
- Vocabulary enrichment
- Social stories,
- 1:1 mentoring,
- In class support,
- Access to equipment that removes barriers to learning- e.g. coloured paper, overlays, laptops, writing slopes, and pen grips as necessary.

9. What is the expertise of staff to support children and young people with SEN and how do we continue to train them? How do we secure specialist expertise?

- Mrs S Alderton, Assistant Headteacher, (Federation SENCo) , is a qualified SENCo and an experienced teacher.
- Mrs R Sayer, Learning Support Coordinator, is a specialist in assessing, teaching and supporting students with a SpLD, is experienced in supporting all students with SEND and is a qualified English and EAL teacher.
- We have a team of highly effective and well trained Learning and Social Support Assistants, who run intervention groups, mentor students , work with students on a 1;1 basis, and support EAL learners.
- All staff are teachers of all SEND students, and regular training on SEND strategies is provided.
- As part of our CPD programme all staff receive training on differentiating for specific needs, and the four broad areas of need in the new Code of Practice.
- We access additional specialist support and advice from external agencies, including Mrs Sara Watts - Assessment and Learning, Mrs Tonia Peters- Educational Psychologist and other outside agencies if and when necessary.

10. How do we know how effective our provision for children and young people with SEND is?

- As part of the normal school development and self-review cycle, we carefully examine the data from results, student surveys and teacher observations to evaluate the effectiveness of the provision for all SEND pupils.
- 6 weekly analysis of the progress students make is undertaken by the class teacher, SLT and learning support team.
- Visits between Governors and the SENCo acts as an evaluation of the department.

- We measure the progress of all of those students who have specialist support and interventions.

11. What do we do to make sure children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND?

- There are no barriers for any students with SEND for our activities in school.
- We actively encourage students with SEND to take part fully in the life of the school.
- We are a fully inclusive school.
- We track the uptake of all enrichment activities of all students in school, including those with SEND.

12. What support have we got in place for improving Emotional, mental and social development of our students?

- We have a team of LSSA's and a Learning Mentor who offer individual support, or small group support, to students with a range of emotional and social needs. We have a dedicated space where students can work if they are unable to cope with the demands of a busy classroom. Programmes are offered to support:
 - Behaviour management
 - Anger management
 - Self- esteem and anxiety, including attachment disorder
 - Social and Communication support
- We offer personalised timetables for students who have specific needs
- We offer 1:1 support around social and wellbeing issues
- Family liaison
- A number of staff are trained and act as CAF lead professionals working with assigned students and families.

13. How we involve other bodies in meeting the needs of pupils with special educational needs

We work closely with the health service, SALT, CAMHS, voluntary organisations such as Young Carers , and parenting support , local authority support services such as the LAC team, and the Behaviour Support Team ,and social workers to support emotional, mental and social development of pupils through a multi- agency approach. The school has staff trained to deliver CAFS and supports these.

14. What steps are taken to prevent disabled pupils being treated less favourably than others?

- The school is fully inclusive
- Progress and attainment of pupils with SEND are tracked rigorously
- All pupils are fully included in the curriculum and the extra- curricular life of the school.

15. How will equipment and facilities to support children and young people with special educational needs be secured?

- We provide access to equipment that removes barriers to learning- e.g. coloured paper, overlays, laptops, writing slopes, and pen grips as necessary.
- Parents, other professionals and the local Authority and NHS specialist services are consulted to help provide necessary equipment and facilities to support children and young people with special educational needs

16. How can I contact support services for parents of pupils with special educational needs?

Herefordshire SENDIAS service offers support to parents of all children and young people with SEND

Monday to Friday 9.30am - 4.00pm

- Telephone: 01432 260955
- Email: sendias@herefordshire.gov.uk
- Address: Herefordshire SENDIAS, Franklin House, 4 Commercial Road, Hereford HR1 2BB

18. Where is the local authority local offer found?

- Herefordshire's local offer can be found here:

<https://www.herefordshire.gov.uk/education-and-learning/local-offer/local-offer-for-5-to-11-years/schools-local-offer>

17. Complaints procedure.

- A copy of the complaints policy can be obtained from the school office on request.