



Broxbourne CE Primary

SEND Information Report

(School Offer)

Reviewed in December 2020

Welcome to our SEN Information Report (School Offer).

On the following pages you will find the answers to frequently asked questions to what the school offers children with special educational needs. The School Offer complies with the SEN Code of Practice, 2015.

Broxbourne CE Primary School is an inclusive school and is committed to the academic and personal development of all children, regardless of background or ability. We aim to help all learners reach their full potential and are strongly committed to our responsibility towards the identification and assessment of special educational need/disabilities (SEND). We are dedicated to closing any gap between children with and without SEND. At Broxbourne CE Primary, we offer a range of provision to support children with SEND; over and above Quality First Teaching for all.

For your information we have provided some answers to the following questions:-

- 1. How does the School know if the children need extra help and what should I do if I think my child may have special educational needs?**
- 2. How will the School staff support my child?**
- 3. How will I know how my child is doing, and be involved in discussions about planning for my child's education?**
- 4. How will the learning and development provision be matched to my child's needs?**
- 5. What support will there be for my child's overall wellbeing?**
- 6. What specialist services and expertise are available at or accessed by the school?**
- 7. What training have the staff had with supporting children with SEN?**
- 8. What specialist services and expertise are available to be accessed by the school?**

- 9. How are the school's resources allocated and matched to children's SEND?**
- 10. How will my child be included in activities outside the classroom, including school trips?**
- 11. How accessible is the school environment?**
- 12. How will the school prepare and support my child to join the School, transfer to a new school or the next stage of education?**
- 13. Who can I contact for further information?**
- 14. How is the decision made about how much support my child will receive?**
- 15. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?**

1. How does the School know if the children need extra help and what should I do if I think my child may have special educational needs?

The SEND Code of Practice, 2015 states that “A child or young person has SEN 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 has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
 - have a disability which prevents them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.
-
- Teachers continuously assess children through regular pupil progress meetings each half term. Each child is discussed by the class teacher and the SENCo/ member of the Senior Leadership Team.
 - If a child is demonstrating progress or attainment that is significantly below age related expectations (ARE) then further personalised assessment may be necessary.
 - If you have concerns about your child and think that they may have SEND then initially please arrange to meet the class teacher to discuss your concerns.

2. How will the School staff support my child?

- In the first instance, the class teacher is responsible for ensuring that children with SEND are accessing all areas of the curriculum. In conjunction with the pupil progress meetings, a provision map is compiled to show the different interventions that are being implemented to support the needs of the children. Every child receives quality first teaching and learning is carefully planned to include differentiation for children with differing abilities.
- Small group work or support on a one to one basis may also be necessary.
- If the class teacher and the SEN Coordinator (SENCo) feel that the needs are not being completely met then the involvement of an outside agency for example Speech and Language therapist or Educational Psychologist may be suggested.
- Referrals are not made without parental consent and parents are fully involved at every stage of the process.
- The class teacher will ensure that the School's SEND policy is followed in the classroom and for all children he/she teaches with any SEND.
- He/she will ensure that all staff working with a child with SEND are helped to deliver the planned work/programme and work to achieve the best possible progress.
- The SENCo is responsible for co-ordinating all the support for children with SEND, and developing the School's SEND policy to ensure all of the children get a consistent, high quality response to meeting their needs in school.

The SENCo will ensure that parents/carers of children with SEND are:

- involved in supporting their child's learning;
- kept informed about the support their child is getting;
- involved in reviewing how they are doing.

The SENCo will liaise with other people who may be coming in to school to help support the children's learning e.g. the Speech and Language Therapist, Educational Psychologist etc.

- The SENCo will update the School's SEND register (a system to ensure that all of the SEND needs of children in school are known) and ensure that current records of those children's progress and needs are kept.
- The Head Teacher is responsible for the day to day management of all aspects of the School, and this includes the support for children with SEND. The Head Teacher makes sure that the School's Governing Body is kept informed about any progress/concerns in school relating to SEND.
- The School has a Governor who is responsible for overseeing the SEND provision in the School, and he/she must make sure the Governing Body is kept informed about any progress/concerns in the school relating to SEND.

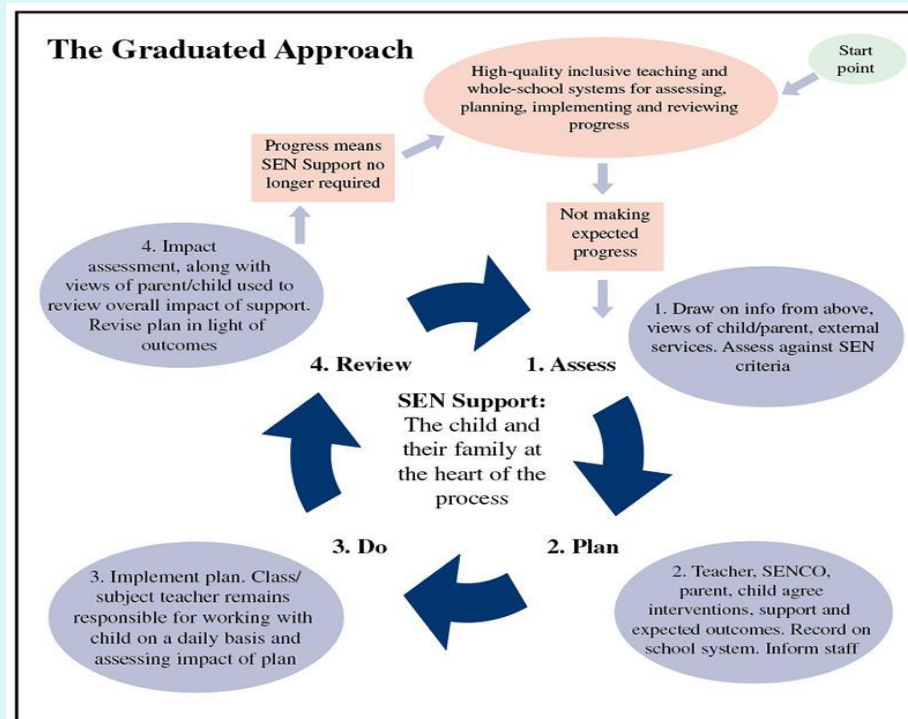
3. How will I know how my child is doing, and be involved in discussions about planning for my child's education?

- Your child's class teacher is the first point of contact when you want to discuss any worries you may have about your child's progress. This could happen during Parent/Carer Evenings, or an appointment can be made to talk with them at another mutually convenient time.
- The teacher will identify, plan and deliver any additional help your child may need and let the School SENCo know about any concerns as necessary.
- In addition the class teacher is responsible for writing Individual Support Plans (ISPs) for the children with SEND in his/her class, and sharing and reviewing these with parents/carers at least once each term before planning for the next term.
- Home/school communication books
- Annual Reviews for children with an Education Health and Care Plan (EHCP)
- PEP meetings (for Children Looked After)
- Meetings with school staff and professionals

4. How will the learning and development provision be matched to my child's needs?

It is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive manner.

- The class teacher regularly checks on the progress of each child in the class, and will identify, plan and deliver any additional help a child with SEND may need. This may include targeted work, additional support etc.
- We follow a cycle of 'Assess, Plan, Do, Review' model of intervention and support and include the parent and child in the process.



All teaching within the school follows the Assess, Plan, Do, Review' cycle.

1. **Quality First Teaching**: Each child's education will be planned by the class teacher, taking into account your child's preferred learning style. All lessons will be appropriately differentiated to suit the needs of each child. This may include additional general support by the teacher or teaching assistant in the class. All children will be given the opportunity to review, consolidate or develop their understanding within a lesson.
2. **Additional Need**: If assessments show that a child's needs relate to more specific areas of learning then the child may be included in an intervention group (School Support). This may be led by the class teacher, intervention teacher or teaching assistant. The length of time the intervention runs will vary according to the need but will be monitored regularly. All interventions will be reviewed by the Class teacher and SENCo to assess the effectiveness of the provision and to inform future planning.
3. **SEN Support**: If the review of interventions show that the child is not making targeted progress or the child has a higher level of needs, then the child is identified as requiring SEN Support. Further advice may be sought from external agencies e.g. SpLD advisory teachers, to support planning for the needs of the child. This process will require a meeting at least every term with the child's parents/carers, child (if appropriate) and teacher to identify targets, plan how they would be achieved and review the impact they have had.
4. **Complex needs**: If pupil's needs are more complex, a formal assessment for an Education, Health and Care Plan can be requested and undertaken if deemed to meet LA criteria.

A child may move between levels of support depending on their individual level of need.

5. What support will there be for my child's overall wellbeing?

- At Broxbourne CE Primary all children are valued as individuals. The children's health and emotional wellbeing is of paramount importance and the school has clear policies on medical needs, behaviour and anti-bullying. We follow a structured PSHE programme (Jigsaw) that incorporates mindfulness and the STEPS programme for behaviour management.
- Pupil voice and pupil conferencing is undertaken on a regular basis. Staff listen to children and, where appropriate, a key adult will support the child.
- Additional support is given to children who find aspects of the school environment challenging.
- Careful consideration is given to children's physical and mental health and wellbeing.
- Referral to appropriate external agencies as necessary, e.g. Families First, Family Support Worker, CAMHS.
- Consistent approach to individual needs by all staff using the STEPS strategies.
- We ensure that children feel safe by having strong, clear routines, consistent expectations and consistent adults in every class.

6. What specialist services and expertise are available at or accessed by the school?

- Educational Psychologist
- Specific Learning Difficulties Advisory Teachers
- Speech and Language Therapy Service
- Advisory Teacher Service for Autism, Speech and Language, Hearing impaired and Visual impaired
- Child and Adolescent Mental Health Service (CAMHS, Step 2)
- School Family Worker
- School Nursing service
- Rivers Education Support Centre (ESC)
- Counselling Services
- Outreach (Middleton MLD)
- Delivering Specialist Provision Locally (DSPL 4)

Children will only be referred to these services if strategies in school are not working and specific criteria are met.

Parents may also access some services through their General Practitioner, for example the ADHD clinic.

7. What training have the staff had with supporting children with SEN?

- The SENCo is an experienced teacher and has obtained the National Award for SEN Co-ordination. She regularly attends training to ensure her knowledge of SEND remains up to date.
- The SENCo's job is to support the class teacher in planning for children with SEND.
- The School has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole staff training on SEND issues such as ASD, mental health and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

8. What specialist services and expertise are available to be accessed by the school?

If more than two specialist services are involved, the school may co-ordinate multi agency approach. This will involve getting together with the SENCo to complete the Families First, Early Help Module.

The following services are offered in school by the Local Education Authority:

- PNI (Physical and Neurological Impairment) and SpLD (Specific Learning Difficulties) Team - offering advice and support for children with physical and neurological impairments and those with specific learning difficulties in English and Maths;
- Outreach support from specialist schools;
- Educational Psychology Service;
- Speech, Language, Communication and Autism Team - support children on the autism spectrum and children with speech, language and communication difficulties.
- Sensory Team - support children with Hearing Impairment, Visual Impairment and Multi-sensory Impairment.
- Early Years Team – support with early identifications of SEN in our youngest children.

School staff will liaise with members of the Health profession. The parent's/carer's first point of contact is their GP who may refer their child on to the appropriate specialist team.

9. How are the school's resources allocated and matched to children's SEN?

- Class teachers are responsible for meeting the needs of all pupils in their class by differentiating the learning.
- Where pupils are working below age related expectations, class teachers adapt teaching to ensure that gaps in pupils' knowledge are covered.
- The funds delegated by County (age weighted pupil units) are allocated to meet the needs of children with SEND. The School Budget includes money for supporting children with SEND i.e. the Notional SEN Budget.
- The Head Teacher decides on the budget for SEND in consultation with the school governors, on the basis of needs in the school.
- The school applies for High Needs Funding for a few children who have a very high level of need. If the application is successful the allocated money is used to support the identified child.
- All additional provision for pupils with SEND is overseen by the SENCo.
- The school governors, the Head Teacher and SENCo discuss all the information they have about SEND in the school, including:
 - the children receiving extra support already;
 - the children needing extra support;
 - the children who have been identified as not making as much progress as would be expected.

They use this information to decide what resources, training and support is needed.

- All resources, training and support are reviewed regularly and changes made as required.

10. How will my child be included in activities outside the classroom, including school trips?

- We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.
- For any school trip, a risk assessment will be completed by the class teacher and children's individual needs will be considered.
- Reasonable adjustments will be made dependent on a child's needs. This may involve a discussion with parents/carers.

11. How accessible is the school environment?

We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act, 2010.

12. How will the school prepare and support my child to join the School, transfer to a new school or the next stage of education?

- If your child is joining Broxbourne CE Primary School from another school, the SENCo will discuss the specific needs of your child with the SENCo from the other school. Arrangements will be made for your child to visit Broxbourne CE Primary on several occasions. This will help your child to ensure a smooth transition from one school to another.

- If your child is moving to another school:
 - We will contact the SENCo to ensure he/she knows about any special arrangements or support that needs to be made for your child.
 - We will make sure that all records about your child are passed on to their new school.

➤ 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 ISPs will be shared with the new teacher.
- If it would benefit your child, a transition book to help them understand moving on will be made for them.

➤ In Year 6:

The Head Teacher/SENCo will attend the Primary Transition Day to discuss specific needs of your child with the HeadTeacher/SENCo of their secondary school.

Your child will undertake focused learning about aspects of transition to support their understanding of the changes ahead.

13. Who can I contact for further information?

- If your child had a particular need or disability and you would like to know more about what we can offer at Broxbourne CE Primary School, please contact us and ask to speak to our Head Teacher or SENCo. The SEND Governor can be contacted through the school office.
- The Hertfordshire SEN Officer can be contacted on 01438 844893
- Whilst we would hope that any problems may be overcome in consultation with school staff and governors, please refer to our complaints policy for procedures to follow if you feel you need to take further advice.

14. How is the decision made about how much support my child will receive?

- When pupil's needs are initially identified, a discussion takes place between teachers, parents and, where appropriate, pupils. At this meeting desired outcomes for the pupil will be discussed and the provision or support that the pupil needs to meet these outcomes will be agreed.
- School staff are usually best placed to advise on the nature of the support/provision needed, but occasionally the school seeks the support of other agencies to advise.
- We think it is really important that parents and pupils are fully involved in decisions about support and provision. Decisions to implement provision which is different from or additional to that received by the majority of children are made in conjunction with parents and pupils. If there are differences of opinion about the nature of support required the school may seek the advice of external agencies to support the decision making process.

15. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

The Hertfordshire Local Offer can be found at:

<https://beta.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

This offer is accurate now, but services are regularly reviewed (at least annually) and could change.

All information will be updated as soon as possible to reflect any new service offer.

Appendix A

Whole School Provision Map

Areas of Need	School Support	SEN Support\EHCP
Cognition and Learning	<ul style="list-style-type: none"> ➤ Booster groups ➤ In class support from LSA ➤ Individual reading with LSA/CT ➤ Small group Letters & Sounds ➤ Hi 5 literacy programme ➤ Numbers & Patterns Maths ➤ FFT Literacy ➤ Memory magic ➤ 1:1 mentoring 	<ul style="list-style-type: none"> ➤ Personalised literacy or maths support (Primary Strategy Wave 3 materials) ➤ Additional individual Letters & Sounds support ➤ FFT
Communication and Interaction	<ul style="list-style-type: none"> ➤ In class support from TA with focus on supporting speech and language ➤ Additional use of ICT eg Easi-speak, Clicker 4, Wordshark, Numbershark ➤ Dragon voice recognition ➤ Lego Therapy ➤ Narrative Therapy ➤ Pets as Therapy (Bark to Read) 	<ul style="list-style-type: none"> ➤ Speech and Language support from SALT ➤ Personal visual timetable ➤ Talkabout programme
Social, Emotional and Mental Health	<ul style="list-style-type: none"> ➤ Circle of Friends ➤ Social skills games ➤ Peer support for unstructured times eg Red Bibs\Buddy ➤ Home\school communication book ➤ Stress scale 1-5 ➤ Mentoring/study skills ➤ Nurture Club/Warren Club 	<ul style="list-style-type: none"> ➤ Individualised social stories\emotion cards ➤ Families First Early Health Module ➤ Behaviour Support Team intervention ➤ Play therapy ➤ 1:1 mentoring ➤ Talkabout programme ➤ RAMP ➤ Success Book
Sensory and/or Physical	<ul style="list-style-type: none"> ➤ Additional keyboard skills ➤ Use of word-processing, iPad or Dragon software for sustained writing ➤ Additional handwriting practice ➤ Access to equipment eg writing slope/modified pens/squeezy balls ➤ Fine motor skills groups ➤ Auditory skills intervention 	