

# SEND Information Report

## Introduction

The staff and Governors at Broadway Junior School dedicate themselves to providing a broad, balanced, relevant and differentiated curriculum accessible to all pupils. Learning is at the core of all we do. As a school we aim to create a welcoming, inclusive environment where all children feel valued and strive to better their best. We develop active independent learners equipped with the necessary skills and attitudes to continue on their paths of discovery and contribute positively to the communities in which they find themselves.

We aim to:

- ensure that our curriculum planning, assessment methods and environment are responsive to the individual needs and disabilities of all pupils.
- foster a sense of self-worth, self-confidence and self-awareness, enabling every child to maximise their inherent qualities and develop a positive attitude to life, achieving success.
- identify, assess, record and regularly review pupil's special educational needs and disabilities.
- identify the roles and responsibilities of staff in providing for children's special educational needs.
- encourage parents/carers to be involved in planning and supporting at all stages of their child's development.
- make effective use of support services.

## What is the Local Offer?

### The LA Local Offer

The Children and Families Bill will become enacted in 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25.

The intention of the Local Offer is to improve choice and transparency for families. It is an important resource for parents in understanding the range of services and provision in the local area. To view the LA Local Offer, please [click here](#).

### The School Local Offer

This utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide.

## Question 1

### Who you should talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

#### **The Class teacher**

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Special Education Needs/Disabilities Coordinator know as necessary.
- Writing Passports and Support Plans and sharing and reviewing these with parents once each term. Planning effective support and intervention for the next term.

**Our school SENDCo is Mrs Sarah Norman.** Contact with SENDCo via school office on 01915283058 or via e mail [Send@Broadwayjuniorschool.com](mailto:Send@Broadwayjuniorschool.com)

**Our Headteacher is Mrs C Johnson.** Contact via the school office on 01915283058

## Question 2

### What are the different types of support available for children with SEND in our school?

#### **Quality first teaching by your child's teacher/teachers**

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCO) are in place to support your child to learn for example specific group work Intervention which may be:
  - Delivered in the classroom or outside.
  - Delivered by a teacher or a Teaching Assistant (TA).
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

**Specialist groups run by outside agencies** e.g .Speech and Language therapy

This means they have been identified by the SENDCo/class teacher as needing some extra specialist support in school from a professional outside the school.

This may be from:

Local Authority central services such as the

- ASD (Autistic Spectrum Disorder) Outreach Team
- Sensory Service (for students with a hearing or visual need)
- Behaviour Support Service
- Language and Learning
- Education Psychology Service (EPS)

Additional external services can also be accessed.

### **What could happen?**

You will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support:

### **Specified Individual support**

This type of support is available for children whose learning needs are, severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school.

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

- After the request has been made to the local authority SEND panel they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- The SEND panel will decide if your child's needs are severe, complex and lifelong. If this is the case they will write Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups that include your child.

### **Question 3**

#### **How can I let the school know I am concerned about my child's progress in school?**

If you have concerns about your child's progress you should speak to your child's class teacher initially.

If you continue to be concerned that your child is not making progress, you may speak to Mrs Sarah Norman (SENDCo).

You may also like to speak to Mrs Claire Johnson (Headteacher).

### **Question 4**

#### **How will the school let me know if they have any concerns about my child's learning in school?**

If your child is identified as not making progress, the school will discuss this with you in more detail and:

- listen to any concerns you may have
- plan any additional support your child may need
- discuss with you any referrals to outside professionals to support your child's learning.

### **Question 5**

#### **How is additional support allocated to children and how do they progress in their learning?**

The school budget includes money for supporting children with SEND.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities in conjunction with the school governors, on the basis of needs in the school.

The Head Teacher and the SENDCo 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 expected and decide what resources / training is needed.

### **Question 6**

### **Who are the other people providing services to children with SEND in this school?**

#### **School provision**

- Teaching Assistants
- Pastoral Support Officer
- Higher Level Teaching Assistants
- Pastoral Support Team

#### **Local Authority Provision delivered in school**

- Autism Outreach Service
- Educational Psychology Service
- Language and Learning Team
- Behaviour Support Teams
- Sensory Service

#### **Health Provision delivered in school**

- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- School Nurse
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health service (CAMHS)
- Children and Young Peoples Service (CYPS)

#### **Other Provision**

- Grace House
- Links with local agencies and charities

### **Question 7**

#### **How are the teachers in school helped to work with children SEND and what training do they have?**

The SENDCo's job is to support the class teacher in planning for children with SEND.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autism Spectrum Disorder (ASD) 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.

### **Question 8**

#### **How will the teaching be adapted for my child with SEND?**

Class Teachers will plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

Support staff, under the direction of the class teacher and SENDCo, can adapt planning to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

### **Question 9**

#### **How will we measure the progress of your child in school?**

Your child's progress is continually monitored by his/her class teacher. The class teacher and SENDCo will also check that your child is making progress within any individual work and in any group that they take part in.

Your child's progress is reviewed formally every term in reading, writing and numeracy.

At the end of Key Stage Two all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.

Children in Year 4 will also complete a statutory multiplication tables check. (MTC)

School will consult with DfE Access Arrangement as appropriate.

The progress of children with an EHC Plan is formally reviewed at an Annual Review, with all adults involved with the child's education.

The SENDCo will also check that your child is making good progress with any individual work and in any group work that they take part in.

### **Question 10**

#### **What support do we have for you as a parent of a child with a SEND?**

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

The SENDCo will be available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

Personal targets will be reviewed with your involvement.

Homework can be adjusted as needed to your child's individual needs.

### **Question 11**

#### **How is Broadway Junior School accessible to children with SEND?**

The building is a single storey building with level access points. Within the building we have a disabled toilet. Additional ramps have been installed to provide improved access to the Family Learning section of the school.

Designated and fully trained staff to administer medication.

We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs.

After school and extra-curricular provision is accessible to all children including those with SEND.

### **Question 12**

#### **How will we support your child when they are leaving this school? OR moving on to another class?**

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.

**If your child is moving to another school:**

We will contact the school SENDCo and ensure that they know about any special arrangements or support that need to be made for your child.

We will make sure that all records about your child are passed on as soon as possible.

We encourage visits to your child's new school and where possible a member of staff will visit the new setting with you and your child.

**When moving classes in school:**

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place between the new teacher and current class teacher. Targets will be shared with the new teacher.

Children will spend time in their new classrooms with their new teachers/assistants to familiarise themselves before they move classes.

**In Year 6- Transition to Key Stage 3:**

The SENDCo and Year 6 staff will discuss the specific needs of your child with the SENDCo of their choice of secondary education.

Your child will be supported through transition to develop their understanding of the changes ahead.

Where possible your child will visit their new school on several occasions and usually staff from the new school will visit your child in this school.

**Question 13**

**What Emotional and Social Development support we have for a child with a SEND?**

We recognise that pupils with SEND may well have Emotional and Social Development needs that will require support in school.

The emotional health and well-being of all our pupils is very important to us. Class teachers and all staff continually monitor the emotional health and well-being of all our pupils. Broadway is proud of the high level of nurturing that takes place both within the curriculum. We aim to develop children as

confident, thoughtful individuals so that they are prepared for adulthood.

We have a robust Safeguarding Policy in place and we follow National & LA Guidelines.

We have robust Behaviour and Anti-Bullying policies in place that are reviewed regularly.

**For further information on any of the above or to arrange a visit to the school please contact the school office on 0191 528 3058**